*For use by the Local Education Agency (LEA) Federal Programs Coordinator, Principals, and the Georgia Department of Education Title I Program Specialists.*

All components of the schoolwide program plan must be addressed. Those areas marked “Not Met” need additional development.

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LEA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Schoolwide Components** |
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| **Met** | **Not Met** | **Feedback** | 1. **Comprehensive Needs Assessment –** Section 1114(b)(1)(A)
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|  |  |  | Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. |
| **Met** | **Not Met** | **Feedback** | 1. **Schoolwide Reform Strategies –** Section 1114(b)(7)(A)(i-iii)(I-V)
 |
|  |  |  | Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: |
|  |  |  | a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards; |
|  |  |  | b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;  |
|  |  |  | c). address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which **may** include -  |
|  |  |  | i). counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas;  |
|  |  |  |  ii). preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools; |
|  |  |  | iii). implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); |
|  |  |  | iv). professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; |
|  |  |  |  v). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. |

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| **Met** | **Not Met** | **Feedback** | **3. Evaluation of the Schoolwide Plan—**34 CFR § 200.26 |
|  |  |  | a). Address the regular monitoring and implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. |
|  |  |  | b). Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. |
|  |  |  | c). Describe how the Schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. |
| **Met** | **Not****Met** | **Feedback** | **4. ESSA Requirements to Include in the Schoolwide Plan-** Section 1116 (b)(1) |
|  |  |  | Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. |
| **Met** | **Not****Met** | **Feedback** | **5. Schoolwide Plan Development–** Section 1114(2)(B) (i-iv) |
|  |  |  | a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;  |
|  |  |  | b) Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;  |
|  |  |  | c). Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards; |
|  |  |  | d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.  |
|  |  |  | e). Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable |

Principal’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title I Director’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_