



## Title I, Part A Schoolwide Programs

### What are Schoolwide Programs?

It is a service delivery model an eligible Title I building can implement when the poverty threshold is at 40% or higher. Title I schoolwide program funds are used to upgrade the entire educational program in a school, and all students may benefit from the use of Title I funds. Activities must be part of the schoolwide plan and support an identified academic need through the school's comprehensive needs assessment (ESEA § 1114). For more information, see the [federal guidance regarding use of funds in a schoolwide program](#) and the [Title I, Part A \(Title IA\) Executive Summary](#).

### Title IA Service Delivery Models

Title I service delivery models include: Targeted Assistance and Schoolwide Programs. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or are most at risk of failing, to meet state academic standards. Title I schools with percentages of students from low-income families of at least 40% may use Title I funds—along with other federal, state, and local funds—to operate a schoolwide program to upgrade the instructional program for the whole school.

Targeted assistance schools design, in consultation with parents and district staff, an instructional program to meet the needs of those students.

Both schoolwide and targeted assistance programs must use evidence-based strategies to improve student achievement and implement parental involvement activities. For more information, see the [Title IA Guidance](#).

### Schoolwide Program Requirements (ESEA § 1114(b))

An eligible school operating a schoolwide program shall develop a comprehensive plan that is developed during a one-year period unless the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program (ESEA § 1114(b)(1)(A)).

Each building's schoolwide plan must:

- Include the following requirements,
- Be updated every year and kept on file at the school and district levels, and
- Be submitted to the state upon request.

### Schoolwide Program Planning & Review Team (ESEA § 1114(b)(2))

The schoolwide program planning and review team is responsible for planning, developing, revising, and evaluating the building's schoolwide plan. Representation should include:

- Parents (representation for the specific building),
- Teachers,
- Principals,
- Other school leaders,
- Paraprofessionals present in the school,
- Administrators,

- Specialized instructional support personnel (if appropriate),
- Technical assistance providers (if appropriate),
- School staff (if appropriate),
- Middle and high school students (if the plan relates to a secondary school), and
- Other individuals determined by the school.

#### LIST OF TEAM MEMBERS AND ROLES

Members' names and titles should be listed on the plan.

### A. Comprehensive Needs Assessment of the Entire School (ESEA § 1114(b)(6))

Summarize the results of your entire school's comprehensive needs assessment that takes into account information on the academic achievement of children in relation to the challenging state academic standards. In particular, the comprehensive needs assessment should account for 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.

### B. Coordination and Integration (ESEA § 1114(b)(5))

What are the federal, state, and local services, resources, and programs that will coordinate with or support this schoolwide plan? Examples include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, schools implementing comprehensive support and targeted support and improvement activities under 1111(d), and other strategies to improve students' skills outside the academic subject areas.

### C. Strategies – Opportunities for all Children (ESEA § 1114(b)(7)(i))

Describe the strategies that the school will be implementing to provide opportunities for all children, including each of the subgroups of students (as defined in ESEA § 1111(c)(2)), to meet the challenging state academic standards.

### D. Strategies – Method and Instructional Strategies (ESEA § 1114(b)(7)(ii))

Describe the methods and instructional strategies that:

- Strengthen the academic program in the school;
- 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.

### E. Strategies – Students At-Risk (ESEA § 1114(b)(7)(iii))

Select the strategies used to address the needs of all children in the school, 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, mentoring 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 (e.g., Advanced Placement, International Baccalaureate, dual or concurrent enrollment, 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; and
- (V) Strategies for assisting preschool children in the transition from early childhood education.

## F. Parent and Family Engagement (ESEA §§ 1114(b)(2) & 1116)

Describe how the school will involve parents and family members in:

- The development and evaluation of this plan;
- Planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance; and
- Programs that reach parents and family members at home, in the community, and at school.

## G. Consolidated Programs (ESEA § 1114(b)(7)(B))

List the specific federal, state, and local programs that will be consolidated in the schoolwide program (e.g., nutrition programs, housing, Head Start, adult education, homeless education).

## H. Monitoring and Revisions (ESEA § 1114(b)(3))

This schoolwide plan and its implementation shall be regularly monitored and revised based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. How do you plan to monitor and revise this plan?

## I. Use of Funds for Dual or Concurrent Enrollment (ESEA § 1114(e)) – Required for Secondary Programs That Decide to Use Title I Funding for This Purpose

Describe how the secondary school's operation of dual or concurrent enrollment programs will address the needs of low-achieving secondary school students and those at-risk of not meeting the challenging state academic standards by using schoolwide funds to pay the associated costs of:

- Training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education (where appropriate), for the purpose of integrating rigorous academics in such program;
- Tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- Transportation to and from such program.