

FY21 Schoolwide Program Plan Checklist

For use by the Local Education Agency (LEA) Federal Programs Coordinator 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.

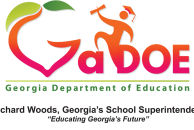
School: RISE Grammar

LEA: Fulton County Schools

Met	Not Met	Schoolwide Components
		1. Comprehensive Needs Assessment – Section 1114(b)(6)
X		a. 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;
		2. Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)
X		a. The school will be implementing to address school needs, including a description of how such strategies will
X		i. Provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;
X		ii. Use 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;
X		iii. 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 -
X		a). counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
		b). 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 school);
X		c). 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.);

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X		d). 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;
X		e). strategies for assisting preschool children in the transition from early childhood education.
3. Schoolwide Plan Development – Section 1114(b)(1-5)		
X		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 the 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;
X		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;
X		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;
X		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.
4. ESSA Requirements to Include in your Schoolwide Plan		
X		a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Section 111(b)(B)
X		b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Section 1112(b)(7), and Section 1112(c)(3)(C) for parents of English Learners.
		c. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable -
		i. Through coordination with institutions of higher education, employers, and other local partners; and
X		ii. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Section 1112(b)(10)



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		5. Evaluation of the Schoolwide Plan
X		<p>a. Annually evaluating the schoolwide plan, using data from the State’s assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).</p>

Comments:

Principal’s Signature: _____

Date: _____

Coordinator’s Signature: _____

Date: _____