

The [Every Student Succeeds Act](#) (ESSA) requires that schools implementing a schoolwide program develop a Title I Schoolwide Plan. This school-level plan is a living document that captures an intentional and strategic [theory of action](#) to improve teaching and learning. The plan is designed to raise the academic achievement of all students with a particular focus on high need students at-risk for not meeting state standards.

ESSA Schoolwide Plan Requirements

A school that receives Title I, Part A funds and operates a schoolwide program must develop a comprehensive plan that:

- Describes the strategies the school will implement to address school needs
- Describes how the strategies will:
 - » provide opportunities for all children, including each accountability subgroup, to meet state standards,
 - » 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,
 - » address the needs of all children in the school, but particularly the needs of those at risk of not meeting Louisiana's challenging academic standards, and
- Lists any federal, state or local funding sources the school consolidates or coordinates with Title I to support the schoolwide program.

Schoolwide Plan Development

Additional ESSA requirements guide how school systems should develop a schoolwide plan. The plan must be developed:

- During a 1-year period for schools not already operating schoolwide programs, unless the LEA determines in consultation with the school that less time is needed to develop and implement the schoolwide program
- With the involvement of key stakeholders e.g. parents, teachers, community leaders, local businesses, advocacy groups
- In coordination and integration with other federal, state, and local services, resources, and programs, if appropriate, such as programs supported under ESSA, 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.

The plan must be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children, particularly the needs of those children who are failing, or are at risk of failing, to meet state standards, and any other factors as determined by the school system.

Schoolwide plans remain in effect for the duration of the school's participation in Title I, except that schools must regularly monitor and revise their plan as necessary based on student needs to ensure that all students are provided opportunities to meet state standards. Lastly, schoolwide plans must be available to the school system, parents, and the public. The information contained in the plan should be in a language that the parents and the general public can understand.

Believe to Achieve: Educational Priorities

A school implementing a schoolwide model should align schoolwide plan strategies to [Believe to Achieve: Educational Priorities](#), analyzing school-level data in comparison to state-level data to drive the process and track performance. The educational priorities include the following:

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships

Schoolwide Plan Template Overview and Instructions:

This template, and the assurances that follow, help to establish compliance with [ESSA](#) schoolwide planning requirements. Each Title I school operating a schoolwide program must complete this template or use it as a tool to verify that an existing plan meets federal requirements. Please keep the completed template (or existing plan) and assurances on file and have them available for review if requested by the Louisiana Department of Education, the U.S. Department of Education, auditors, or other oversight entities.

The schoolwide planning template includes the following components:

- 1.1. Family and Stakeholder Engagement**
- 1.2. Comprehensive Needs Assessment**
- 1.3. Strategies for Improvement**
- 1.4. Student Support Services**
- 1.5. Students Opportunities**
- 1.6. Multi-Tiered Systems of Support for Behavior**
- 1.7. Professional Development**
- 1.8. Student Transition**

Components 1.3 through 1.8 contain four sections, described in the chart below, that a school will need to complete to demonstrate compliance with [ESSA](#) schoolwide plan requirements.

Sections of the Schoolwide Plan Template for Components 1.3. through 1.8.

Section	Section Description
Narrative	Based on the results of the school’s comprehensive needs assessment, the narrative provides explicit details to address each element of the schoolwide planning template. Responses should be comprehensive and intentional to address student needs, particularly the needs of struggling learners and align with Believe to Achieve: Educational Priorities . Sufficient detail should be provided to ensure anyone reading the plan will understand the basic education program at the school level.
Evidence-Based Practice	Evidence is a powerful tool to identify ways to address education problems and build knowledge on what works. The evidence-based practice section provides the research used to support strategies and/or interventions. Schools must consider whether an evidence-based practice is proven to be successful with students similar to the school demographics and setting.
Budget Decision & Coordination	The budget decisions and coordination explains how Title I funds, in coordination with other funding sources, support the schoolwide program and provide students with a well-rounded education. These sections must match the budget detail information in eGMS . If the school is consolidating funds, clearly specify this in the budget decision and coordination section.
Evaluation	The evaluation provides the methodology, including benchmarks, to evaluate program results. The evaluation results must guide revisions to the schoolwide plan to ensure effectiveness and continuous improvement. For evaluation guidance (pages 74-123) and information on evaluation logic models, visit Institute of Education Science .

TITLE I - SCHOOLWIDE PLAN TEMPLATE

Name of School:

Date:

1.1. Family and Stakeholder Engagement

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

Response:

1.2. Comprehensive Needs Assessment

To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in [Believe to Achieve: Educational Priorities](#), e.g. *percentage of students on or above grade level in literacy by subgroup*.

Response:

Based on the results of the needs assessment, list the school's priorities.

Response:

1.3. Strategies for Improvement

Provide a description of schoolwide strategies that the school is implementing to: **1)** use methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and **4)** include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all four strategies and identify the [Believe to Achieve: Educational Priorities](#) the school will target in the narrative.

Narrative:
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse)
Budget Decisions/Coordination: (must be align with expenditures in the Super App) e.g. 1 FTE - TAP Master Teacher
Coordination of Resources: Title I __ Title II __ Title III __ Title IV __ Title V __ IDEA __ Homeless __ General Fund __ Other____
Evaluation: (research protocols for eval.)

1.4. Student Support Services

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable [Believe to Achieve: Educational Priorities](#).

Narrative:
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):
Coordination of Resources: Title I __ Title II __ Title III __ Title IV __ Title V __ IDEA __ Homeless __ General Fund __ Other____
Evaluation:

1.5. Student Opportunities

Provide a description of schoolwide improvement strategies that the school is implementing for students in 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 access) and address applicable [Believe to Achieve: Educational Priorities](#).

Narrative:
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):
Coordination of Resources: Title I __ Title II __ Title III __ Title IV __ Title V __ IDEA __ Homeless __ General Fund __ Other __
Evaluation:

1.6. Multi-Tiered Systems of Support (MTSS) for Behavior

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in [Believe to Achieve: Educational Priorities](#), including [coordinated early intervening services](#) (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.

Narrative:
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):
Coordination of Resources: Title I __ Title II __ Title III __ Title IV __ Title V __ IDEA __ Homeless __ General Fund __ Other __
Evaluation:

1.7. Professional Development

Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support [Believe to Achieve: Educational Priorities](#) and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs..

Narrative:
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):
Coordination of Resources: Title I__ Title II__ Title III__ Title IV__ Title V__ IDEA__ Homeless__ General Fund__ Other
Evaluation:

1.8. Student Transition

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

Narrative:
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):
Coordination of Resources: Title I__ Title II__ Title III__ Title IV__ Title V__ IDEA__ Homeless__ General Fund__ Other__
Evaluation:

SCHOOLWIDE PLAN ASSURANCES

The school assures:

- The plan referenced in the Schoolwide Plan template was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school's participation in Title I, except that the school will regularly monitor and revise the plan as necessary to ensure that all students are provided opportunities to meet Louisiana's challenging academic standards.
- The plan is available to the LEA, parents, and the public, is in an understandable and uniform format and, to the extent practicable, is provided in a language that parents/guardians can understand.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

ESSA Evidence-Based Requirements

[Every Student Succeeds Act \(ESSA\)](#) recognizes four levels of evidence. The top three levels require findings of a statistically significant effect on improving student outcomes or other relevant outcomes. The fourth level is a program or practice that does not yet have evidence qualifying for the top 3 levels but has a well-defined logic model or theory of action, supported by research and efforts are underway to determine the level of effectiveness.

ESSA Tiers of Evidence

ESSA Tiers of Evidence	Description
1. Strong Evidence	Statistically significant positive effect on student outcomes, large sample size, random control study
2. Moderate Evidence	Statistically significant positive effect on student outcomes, large sample size, quasi-experimental study
3. Promising Evidence	Statistically significant positive effect on student outcomes, large sample size, controlled study
4. Demonstrates a Rationale	Provides a specified logic model and currently undergoing the process of supporting the intervention or practice with a study

How do schools determine if programs that have been shown to be effective will work with our students?

Programs are designed and implemented based on population, subgroups and settings. Matching the school-specific setting, target population and desired outcomes is critical to the fidelity and success of the program as designed, tested and evaluated. Many searchable databases offer the ability to select criteria to align with school needs.

What does it mean to be evidence-based?

To be evidence-based there must be a scientific evaluation, approval and endorsement verifying the study's design, results of the study, sampling size and setting are proven to change a selected targeted outcome.

Evidence ratings are not static, research organizations are constantly evaluating programming impacts. It is important to periodically check current program ratings to verify their level of evidence. New programs are submitted and evaluated against the various proven standards of effectiveness, so be sure to check for new information.

Evidence-Based Resources:

Schools may use the resources listed below to assist with identifying the evidence-based practice for strategies, activities and interventions included in the schoolwide plan:

- [What Works Clearinghouse](#)
- [National Center on Intensive Intervention](#)
- [Best Evidence Encyclopedia](#)
- [Evidence-based Benefit Cost](#)