A schoolwide plan helps students meet state standards and guide systematic improvement. ESSA provides four new components for schoolwide plans (Section 1114-Schoolwide). **Note:** Schools must revise their Title I, Part A Schoolwide Plans to include these new requirements for the 2017-18 school year. OSPI developed this plan template as an optional tool. It aligns the four components with reform strategies to help improve student outcomes. Though this template is not required, it is strongly encouraged.

After your school establishes a schoolwide planning team, review the four components of the schoolwide plan template. Apply the plan, do, study, act improvement cycle to **each** of the components annually to build and update your schoolwide plan. *For more information on Active Implementation (AI) please refer to the National Implementation Research Network’s* [*AI Hub*](http://implementation.fpg.unc.edu/)*.*

Plan Do Study Act  
**Plan: Identify purpose, desired outcomes, and success criteria**

* Engage key stakeholders in the planning process. *(e.g. teachers who lead instructional teams, special education teachers, English language development teachers, key professional staff, parents representing diversity of student body, principal, administrator from “feeder pattern” school, district administrator)*
* Collect and review academic and non-academic data *(e.g. achievement data, demographic data, perceptual data, contextual data).* *See the “What to Collect?” worksheet templates*
* Collect and review best practices. *Refer to the* [*OSPI Menus of Best Practices and Strategies*](http://www.k12.wa.us/SSEO/Menus.aspx)
* Analyze and evaluate: core instruction, tiered support model, data-based decision making, school climate and systems support, implementation of best practices.
* Determine how progress will be measured

**Do: Implement intended outcomes**

* Develop the plan with goals and objectives in S.M.A.R.T. *(Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)* Goal format to articulate both the evidence supporting the strategy and measurable outcomes for students and educators. *Use the S.M.A.R.T. Goal Rubric to assess the quality of each goal/objective*.
* Provide training if needed
* Document process—highlight strengths and challenges
* Continue to collect data
* Observe and seek feedback on the process

**Study: Reflect on implementation of intended plan and student outcomes**

* What are the strengths and challenges of the current school program?
* Was the plan implemented as intended? What modifications did you make to the plan along the way?
* Does the evidence gather support staff assumptions about strengths and needs?
* Are there information gaps? What more do we need?
* What priorities does the information suggest?

**Act: Identify action steps to make targeted adjustments to the original plan**

* What adjustments/modifications should be made?
* How can we improve the effectiveness of our program?

# Component One – Needs Assessment

The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

In their needs assessment, schools must describe their students’ demographics, levels of achievement, family involvement, atmosphere, and staffing.

A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs.

Needs assessments include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their Title I, Part A program.

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016](http://www.k12.wa.us/ESEA/ESSA/Guidance/EDTitleIAGuidance09-16.pdf).

## Guiding Questions

* How does your needs assessment integrate current school year quantitative and qualitative data?
* How does your needs assessment give an accurate and thorough view of the entire school?
* What subjects, grade levels, and programs are the strongest and weakest?
* How does the school focus on the academic progress of English language learners?
* To what extent are discipline issues impacting students?
* What is the level of family and the community support at the school?
* What does the data say about the success of students transitioning into and out of your school? Examples: Elementary schools should look at WAKids, middle schools at 6th grade attendance and behavior data, high schools at 9th grade course completion.
* How have you identified any areas of concern from the following within your needs assessment:
  + Family Engagement
  + Transitions Between Grades and/or Schools
  + Technology
  + Professional Development
  + Schoolwide Tiered Models of Instruction
  + Behavior and Discipline
  + Well Rounded Education
  + Secondary Education Program Needs

# Component Two–Schoolwide Reform Strategies

Schoolwide programs need to have a schoolwide focus. ESSA’s new focus is on a well-rounded education. Schoolwide programs should focus on supporting all students within the school.

There are several ways to ensure schoolwide focus:

* Targeting a range of subjects, including literacy, science, & mathematics.
* Improving transitions between grades and/or schools.
* Enriching and accelerating curriculum.
* Realigning curriculum horizontally and vertically from grade to grade.

Be specific. Include the ways in which the school plans to include how it will reach each level of reform. Outline staffing plans and who will be hired, professional development strategies, and intended outcomes. You should use methods and strategies that will strengthen student outcomes for all students.

The plan must show how you will increase the amount and quality of learning. This includes detailing specific programs and activities.

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016](http://www.k12.wa.us/ESEA/ESSA/Guidance/EDTitleIAGuidance09-16.pdf).

## Guiding Questions

Does the plan’s schoolwide reform:

* Consider a well-rounded education ESSA Section: 8102 (52). What about literacy, science, government, engineering, the arts, and mathematics?
* Improve transitions between grades and/or schools?
* Enrich and accelerate curriculum?
* Provide opportunities for students both ahead of and behind grade level?
* Include specific ways in which the school will reach each level of reform? Did you address staffing plans and hires, professional development strategies, and schoolwide goals?
* Outline the strategies that you will use to improve academics for all students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses?
* If your school is continuing as a priority or focus school in 2017-18, how do your strategies incorporate the 7 turn around principles?

# Component Three–Activities to Ensure Mastery

The schoolwide plan upgrades the entire school’s program. At the same time, it should address how students who have not met standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track. Schoolwide plans should have strategies for students who may fall behind on key skills or are in danger of dropping out.

Schools may choose to meet the academic and non-academic needs of these students. This provides schools significant flexibility in improving student achievement with strategies, including:

* Counseling and mental health support
* College and career readiness
* Tiered behavioral support
* Preschool transition support
* Professional development for staff
* Intensive academic support for students

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016](http://www.k12.wa.us/ESEA/ESSA/Guidance/EDTitleIAGuidance09-16.pdf).

## Guiding Questions

* How does the plan support the most at-risk students in the school?
* What strategies and programs will we use to help at-risk students remain or get back on track?
* What is the school doing to help students in danger of dropping out or falling behind on mastery of a key skill?
* Does the plan ensure the school meets students' academic and non-academic needs?
* Does the plan incorporate a wide range of strategies, programs, and activities, including:
  + Counseling and mental health support
  + College and career readiness
  + Tiered behavioral support
  + AP & International Baccalaureate courses
  + Preschool transition support
  + Professional development for staff
  + Intensive academic support to students

# Component Four–Coordination and Integration

The schoolwide plan should show how federal, state, and local services work together to improve outcomes. The plan must show how the district coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated, as well as how the funds will be used to meet the specific intents and purposes of each specific program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other federal education programs. Schools must name the specific state, local, and other federal programs that they will combine under the plan. If a priority/focus school, make sure the plan addresses school improvement efforts and funds.

**Please refer to the OSPI Bulletin on combining funds in a schoolwide (coming soon).**

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance–September 2016](http://www.k12.wa.us/ESEA/ESSA/Guidance/EDTitleIAGuidance09-16.pdf).

[Title I Fiscal Issues, pp. 49-63 (Feb. 2008)](http://www2.ed.gov/programs/titleiparta/fiscalguid.pdf#page=49)

[2004 Notice on Schoolwide Consolidation of Funds](http://www.gpo.gov/fdsys/pkg/FR-2004-07-02/pdf/04-15121.pdf)

[Title l, Part A Template – Combining Funds](http://www.k12.wa.us/TitleI/TitleI/SchoolwideProgram/pubdocs/CombineFundsInSchoolwidePlanandTemplateMatrix.pdf)

## Guiding Questions

* How will the school leverage allowable combined funds to improve the schoolwide plan?
* How will it make the most of available staff at the school and district to maximize the positive impact of the plan?
* How does the plan combine funds to connect the reform strategies developed?
* Does the plan outline how the school will combine funds, and how the school will meet the intents and purposes of each program?
* Does the plan outline how funds from Title I, Part A and other federal education programs will be used to help the school meet the statutory requirements of the programs?
* Does the plan include the total amount of funds for each program?
* If a priority/focus school:
  + Does the plan include school improvement funds?
  + How are schoolwide funds being leveraged to support school improvement efforts?

| **TITLE I, PART A SCHOOLWIDE PLAN** | | |
| --- | --- | --- |
| **Name of District/Building:** Click or tap here to enter text. | | **Date:** Click or tap here to enter text. |
| **Mission**  Click or tap here to enter text. | | **Vision**  Click or tap here to enter text. |
| **COMPONENT #1: NEEDS ASSESSMENT** | | |
| **PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN** | | |
| Plan | Click or tap here to enter text. | |
| Do | Click or tap here to enter text. | |
| Study | Click or tap here to enter text. | |
| Act | Click or tap here to enter text. | |
| **COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES** | | |
| **PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES** | | |
| Plan | Click or tap here to enter text. | |
| Do | Click or tap here to enter text. | |
| Study | Click or tap here to enter text. | |
| Act | Click or tap here to enter text. | |
| **COMPONENT #3: ACTIVITIES TO ENSURE MASTERY** | | |
| **PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY** | | |
| Plan | Click or tap here to enter text. | |
| Do | Click or tap here to enter text. | |
| Study | Click or tap here to enter text. | |
| Act | Click or tap here to enter text. | |
| **COMPONENT #4: COORDINATION AND INTERGRATION** | | |
| **PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES** | | |
| Plan | Click or tap here to enter text. | |
| Do | Click or tap here to enter text. | |
| Study | Click or tap here to enter text. | |
| Act | Click or tap here to enter text. | |

***Sample Plan* Illustrating How to Combine Funds in Schoolwide Plan**These are the programs commonly combined in a Schoolwide Plan.   
This is not the only set of program funds that may be combined.

| Program | Amount Available | How the Intents and Purposes of the Program will be Met |
| --- | --- | --- |
| Basic Education | $1,719,026 | To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.  Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes. |
| Title I, Part A | $269,477 | To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps. |
| Title II, Part A | $33,118 | Preparing, training, and recruiting effective teachers, principals, or other school leaders. |
| Title III | $17,855 | To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.  Funds are used to implement language instruction education programs designed to help LEP students achieve these standards. |
| Learning Assistance Program  (LAP) | 100,000 | To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements |
| Local funds |  | Local levy revenue may be combined in schoolwide programs. |
| Total | **$2,139,476** |  |

**Template Matrix for Combining Funds to Support Our Schoolwide Program**

| Program | Amount Available | How the Intents and Purposes of the Program will be Met |
| --- | --- | --- |
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| Total |  |  |