

2022-2023 ESSA SCHOOLWIDE PLAN VERIFICATION WORKSHEET AND ASSURANCES

For Title I Schools that Operate Schoolwide Programs¹

This worksheet, and the assurances that follow, help to establish compliance with Title I's schoolwide planning requirements. Each Title I school operating a schoolwide program must complete this worksheet and the assurances that follow. Please keep the completed worksheet and assurances on file and have them available for review if requested by the Delaware Department of Education, the U.S. Department of Education, auditors, or other oversight entities.

Background: ESSA Schoolwide Plan Requirements

A school that receives Title I, Part A funds and operates a schoolwide program must develop a comprehensive plan known as a schoolwide plan. Before the *Every Student Succeeds Act* (ESSA),² schoolwide plans had to address ten specific issues (often called the ten components of a schoolwide plan). ESSA streamlined the schoolwide planning requirements. Now, schoolwide plans must:

- Describe the strategies the school will implement to address school needs,
- Describe 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 Delaware's challenging academic standards,³ and

¹ Schools that receive Title I, Part A funds must design and implement programs to support eligible students using one of two program models: (1) a schoolwide program or (2) a targeted assistance program. Schools operating a schoolwide program can use Title I funds to upgrade their entire educational program, and all students are eligible to participate in Title I-funded activities. A school must have at least forty percent poverty, or a waiver of that poverty threshold from DDOE, to operate a schoolwide program. (ESSA, Section 1114) By contrast, schools operating a targeted assistance program must use Title I funds to help educationally-disadvantaged students meet state standards. Students are eligible to participate in Title I-funded activities if they: (1) are failing, or at risk of failing, to meet state standards, (2) participated in certain federally-funded preschool programs, (3) received services under the Migrant Education Program, (4) are in a local institution for neglected or delinquent children or are attending a community day program, or (5) are homeless. (ESSA, Section 1115)

² ESSA was signed into law in December 2015. For major formula programs, including Title I, most of ESSA's rules became effective, including rules for schoolwide programs, on July 1, 2017 (there were some exceptions to this date). See [Consolidated Appropriations Act of 2016](#), Sec. 312.

³ Schools operating schoolwide programs have many options for addressing student needs. Activities could include counseling, school-based mental health programs, specialized instructional support services, mentoring services, CTE programs, advanced coursework, dual or concurrent enrollment, early college high schools, behavior supports and early intervention services, professional development for school staff, assisting preschool children transition to elementary school, or preschool programs among others.

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- If applicable, list any federal, state, or local funding sources the school consolidates with Title I to support the schoolwide program.^{4,5}

The plan must be based on a comprehensive needs assessment⁶ 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 local educational agency (LEA).⁷

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,⁸
- With the involvement of key stakeholders,⁹ and
- 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.¹⁰

The schoolwide plan:

- Remains in effect for the duration of the school's participation in Title I, except that schools must regularly monitor and revise their plan and implementation as necessary¹¹ based on student needs to ensure that all students are provided opportunities to meet state standards,¹² and
- Must be available to the LEA, parents, and the public, and the information contained in the plan should be understandable to the extent practical.¹³

⁴ ESSA, Section 1114(b).

⁵ Schools that operate a schoolwide program have the option to "consolidate" their Title I funds with other federal, state, and local funds. Consolidation permits schools to spend non-Title I funds flexibly. Title I funds may be spent flexibly in a schoolwide program regardless of whether the school consolidates funds or not.

⁶ For more information about the schoolwide comprehensive needs assessment, please see U.S. Department of Education, [Supporting School Reform By Leveraging Federal Funds In A Schoolwide Program](#), 2016. Also see the federal regulations at [34 CFR § 200.26 \(a\)](#).

⁷ ESSA, Section 1114(b)(6).

⁸ ESSA, Section 1114(b)(1).

⁹ ESSA, Section 1114(b)(2). ESSA specifies parents and other members of the community and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, administrators, the LEA, tribes and tribal organizations (to the extent feasible), 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.

¹⁰ ESSA, Section 1114(b)(5).

¹¹ For more information about monitoring schoolwide plans, please see the federal regulations at [34 CFR § 200.26\(c\)](#).

¹² ESSA, Section 1114(b)(3).

¹³ ESSA, Section 1114(b)(4).

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The Delaware Department of Education recognizes schools engage in a variety of planning processes. LEAs also develop plans for their schools. These planning processes may satisfy, or at a minimum inform, the schoolwide plan requirements listed above and can be reflected in the worksheet below.

Schoolwide Plan Verification Worksheet

Name of School: _____

1. Has the school, or the LEA on the school's behalf, conducted a comprehensive needs assessment that considers the school's academic achievement in relation to Delaware's academic standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the standards and any other factors as determined by the LEA?

- Yes If yes, please be prepared to verify the comprehensive needs assessment was completed if requested during monitoring or auditing. (Please note an LEA assessment of individual school needs can satisfy this requirement.)
- No If no, please complete a comprehensive assessment of the school's needs and summarize the results in the box below.

Comprehensive needs assessment summary:

2. Does the school have a plan describing the strategies it will implement to address its needs, including a description of the how the strategies will:

- Provide opportunities for all children, including each accountability subgroup, to meet Delaware's academic 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, and
- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting state standards?

- Yes If yes, please ensure the plan is available if requested during monitoring or auditing. (Please note an LEA-developed plan that describes the strategies to be carried out in the school can satisfy this requirement.)
- No If no, please describe in the box below what strategies the school will implement to address its needs, how the strategies meet the criteria listed above, and how it will implement them.

Planned strategies to address the school's needs:

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3. Does the school consolidate its Title I funds with any other federal, state, or local funds?

- Yes If yes, please list the funding streams that will be consolidated in the box below.
- No If no, there is no additional information required.

List of funding streams that will be consolidated:

Schoolwide Plan Assurances

The school assures:

- The plan referenced in the Schoolwide Plan Verification Worksheet 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 Delaware'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 parent/guardians can understand.
- Where appropriate, the plan was developed coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) activities.