



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

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TO Title I Directors

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ESSA SCHOOLWIDE PROGRAM PLAN

This is written to provide you with information regarding schoolwide program plans under the Every Student Succeeds Act (ESSA). As you are aware, under the No Child Left Behind Act (NCLB), Title I schoolwide programs were required to develop a comprehensive school plan that included ten (10) specific components. While section 1114(b) of the ESSA outlines some requirements that are similar to NCLB, in some cases, the ESSA offers some flexibilities for descriptions included in the comprehensive schoolwide plan. Please note that the ESSA allows the school to amend an existing schoolwide plan currently in place, including school plans developed through NCStar; however, the school needs to ensure: 1) that the Schoolwide Plan Development requirements are met as described below; and 2) that the revised schoolwide plan address all of the descriptions included in Schoolwide Plan Components below.

1) ESSA Schoolwide Plan Development

- **Must be developed during a 1-year period** unless the local educational agency (LEA) in consultation with the school or charter school board in consultation with the charter school determines that less time is needed, or the school was operating a schoolwide program prior to the enactment of the ESSA.
- **Must be 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 or charter school board, 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.
- May remain in effect for the duration of the school's participation under this part, except that **the plan and its implementation must 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.
- **Must be made available to the LEA, parents, and the public**, and the information contained in the plan must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- **Must be developed in coordination and integration with other Federal, State, and local services, resources, and programs**, such as programs supported under this Act, violence

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prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement (CSI) activities or targeted support and improvement (TSI) activities under section 1111(d). (Note: CSI and TSI schools will not be identified for the 2017-18 school year, but does apply to Focus and Priority schools for the 2017-18 school year.)

2) ESSA Schoolwide Plan Components

1. Must be 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 LEA. Schools using NCStar have the option to complete the Needs Assessment form that is found under Complete Forms inside the tool.
2. Must include a description of the **strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children**, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards.
3. Must include a description of the how the schools will **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.
4. Must include description of the strategies that will be implemented to address **the needs of those students that are at risk of not meeting the challenging State academic standards**, through activities which **may include**:
 - Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - 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 schools);
 - 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.);
 - 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
 - Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.