

LUFKIN ISD

District Improvement Plan

2023/2024



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Vision

Lufkin...your best choice for education!

Mission

To educate and equip all students for success through exceptional learning experiences

Beliefs

We believe Lufkin ISD staff is our greatest asset.

We believe all students can learn.

We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.

We believe Lufkin ISD must continually progress in everything we do.

We believe Lufkin ISD is the district of choice.

We believe our community's involvement and diversity are essential for maximizing student learning.

Lufkin ISD

Goals & Objectives

Goal 1: Demonstrate sustained growth in student academic achievement

- Objective 1: Improve, sustain, and support academic student performance at or beyond grade level
- Objective 2: Improve, sustain, and support student attendance and decrease truancy
- Objective 3: Improve, sustain, and support the graduation rate and prepare college/career-ready students

Goal 2: Provide all students and staff members with a safe, healthy, supportive learning environment

- Objective 1: Provide a safe and secure environment for students and staff
- Objective 2: Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)
- Objective 3: Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Goal 3: Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

- Objective 1: Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens
- Objective 2: Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children
- Objective 3: Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

LUFKIN ISD Site Base

Name	Position
Adams, Sheila	District-Level Professional Non-Teaching
Baize, Christen	Primary Teacher
Beams, Stefanie	Parent
Belcher, Phyllis	Elementary Teacher
Cauthen, Ty	Campus-Based Professional Employee
Colvin, Teresa	District-Level Professional Non-Teaching
Cowan, Laura	Campus-Based Professional Employee
Davis, Shellie	Primary Teacher
Dean, Angela	District-Level Professional Non-Teaching
Deggs, Misty	Primary Teacher
Ehrlich, Brenda	Elementary Teacher
Figuroa, Maria	Campus-Based Professional Employee
Flowers, Rebecca	Secondary Teacher
Garcia, Travis	Secondary Teacher
Garrett, Melanie	District-Level Professional Non-Teaching
Grady, Cedric	Secondary Teacher
Hicks, Nancy	Community Representative
Kassaw, Todd	Business Representative
Kegler, Octavia	Secondary Teacher
Knowles, Terah	Primary Teacher
Luce, Lauren	Primary Teacher
Marshall, Caitlynn	Elementary Teacher

LUFKIN ISD Site Base

Name	Position
Mijares, Betsy	District-Level Professional Non-Teaching
Munoz, Dulce	Elementary Teacher
Oates, Caroline	Campus-Based Professional Employee
Osgood, Donna	Campus-Based Professional Employee
Pegram, Cara	Campus-Based Professional Employee
Perkins, Elizabeth	Secondary Teacher
Pool, Angela	Primary Teacher
Shepherd, Johnnie	Secondary Teacher
Slaughter, Denetra	Campus-Based Professional Employee
Smith, Darby	Primary Teacher
Spencer, Misty	District-Level Professional Non-Teaching
Stephens, Kurt	District-Level Professional Non-Teaching
Tierney, Cindy	District-Level Professional Non-Teaching
Urban, Nathan	Secondary Teacher
Whitaker, Sheila	Elementary Teacher
Yarbrough, Patrick	Secondary Teacher

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Lufkin Independent School District includes a student population of approximately 7,300. Our students benefit from diverse student demographics and the opportunity to obtain an outstanding first-class education. The district consists of one high school, one middle school, five elementary schools, six primary schools, and a DAEP campus. Student demographics as reported through the 2021-2022 Texas Academic Performance Report (TAPR) are listed below:

- African American 28.5%
- Hispanic 43.0%
- White 24.1%
- Two or More Races 3.0%
- Other 1.4%

The TAPR further details 85.6% of the student population as Economically Disadvantaged, 20.4% Emergent Bilingual Students, 66.4% At-Risk, 12.7% Special Education, and 12.9% Gifted and Talented. The district also served 183 homeless students and 38 students in foster care.

Our community and surrounding area maintain a vital interest in our schools and we continually develop new partnerships that benefit our students and connect them with our community. School board members take an active role in setting high expectations for the district and providing support to reach the goals. District administration believes in developing strong instructional leadership skills of the campus administrators and this ensures effective instructional models are utilized with the students. Student success is the focus of the district and all LISD employees contribute to obtaining this goal. In 2018, the Lufkin ISD community approved a bond to erect a new middle school, and a softball/baseball complex, and a competition/multipurpose gym both on the high school campus. The baseball/softball complex opened during the spring of 2021 and the multipurpose facility opened during the summer of 2021. To date, several phases of Lufkin Middle School Lufkin have opened upon completion. Lufkin ISD is the best choice for education!

Student Achievement

Student Achievement Summary

As a district, preliminary STAAR scores from 2023 indicate a scaled score of 84 in relative progress, or as compared to other districts with

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

similar economically disadvantaged percentages. Preliminary results also indicate a weakness within the district in the area of closing the gap. data measures the performance of student groups, as compared to targets. Moving forward, student performance data, specific to student groups, will be reviewed and targeted interventions will be provided for students.

School Culture and Climate

School Culture and Climate Summary

Lufkin ISD works hard to keep families connected to the district and to distribute information through a variety of channels. The district maintains Facebook, Twitter, and Instagram accounts as well as a district website (lufkinisd.org) and campus websites. Lufkin ISD's Facebook page is also in Spanish. In addition, an e-newsletter is produced and emailed to all staff members each Wednesday during the school year.

The district will be implementing a silent panic alert system during the fall of 2023. Guests on each campus will continue to be scanned through the Raptor system and receive a visitor's badge. District personnel will continue to sign-in upon arrival. During the 2023-2024 school year, every campus will conduct the following safety drills:

- Evacuation (Fire) Drill
- Evacuation Drill
- Lockdown Drill
- Severe Weather Drill
- Shelter in Place

Social emotional learning lessons are led by the counselors on every campus on a regular basis. In addition, district wide SEL lessons are led by teachers throughout the year.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

Lufkin ISD works hard to recruit, train, and retain teachers. The district adopted a clinical intern program to pay a select group of student teachers. These employees have the opportunity to learn more about the district and the district is then able to hire these new educators as needed throughout the remainder of the year as well as for the upcoming school year.

Ongoing training is provided to teachers through several avenues. Instructional coaches and district level directors provide staff development specific to each grade level, content area, special programs, and digital learning. Training is provided on each campus as well as districtwide. In addition, teachers that are new to Lufkin ISD participate in the "Panther Passport" program. This initiative provides teachers with the needed tools to support students academically and behaviorally, and to meet the diverse needs of each individual learner. Teachers new to the district are also assigned a mentor at the campus level. Mentors are available to answer questions and provide support throughout the school year. In addition, at grades 3-8 and high school, teachers have a team leader to assist them.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

Lufkin ISD continually evaluates the strengths and needs of curriculum within the district and teacher input is a necessity throughout this process. Teachers at similar grade levels and content areas plan lessons together and then share with other teachers across the district using the lesson plan library. Campus leaders provide teachers with extended planning time on a weekly basis. Instructional coaches and district level directors are available to assist teachers with curriculum and/or instructional needs. Data meetings are held after major assessments to review student achievement data and to develop plans for intervention and enrichment. In addition, the district has built in staff development and planning days throughout the school year.

Family and Community Involvement

Family and Community Involvement Summary

Parents and families have multiple opportunities to be involved at the district level, as well as on every campus. Throughout the year, campuses and departments host events such as open house, parent conferences, training sessions, presentations, and special events such as ¡Educando y Celebrando! and Parents for African-American Academic Success, better known as PAAS.

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Additionally, Lufkin ISD provides resources for parents to communicate with school staff and to stay aware of the progress of their students with tools such as Skyward Family Access, Skyward emails, Remind, email, phone, progress reports/report cards, newsletters, and campus/district websites. Parents and/or community members are often asked to serve on campus or district committees, such as Parent Teacher Organizations, Campus Education Improvement Committee, School Health Advisory Committee, and/or District Education Improvement Committee.

School Context and Organization

School Context and Organization Summary

Lufkin ISD provides a high quality education for students in the community. The district attracts transfer students as well as children of employees through a wide variety of courses and programs to meet the needs of all families.

The 2021-2022 TAPR indicates the following details regarding staff members within Lufkin ISD:

- Total Staff 1321
- Professional Staff 782 (59%)
- Educational Aides 181 (14%)
- Auxiliary Staff 358 (27%)
- Librarians 7
- Counselors 25

Teachers by highest degree held include 0.7% without a degree, 77.1% with a Bachelors degree, 22.1% with a Masters degree, and 0.2% with a Doctorate degree.

Several initiatives to improve student achievement are underway in Lufkin ISD. The district completed the "data collection" year of the Teacher Incentive Allotment (TIA) during the 2022-2023 school year and the "data submission" and "validation" year in 2023-2024. Teachers receiving designations through TIA will be identified and compensated during 2024-2025 year. In addition, the district began a cohort for teachers to

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

begin the National Board Certification process during the summer of 2023. This group of teachers will complete the program during the 2024-2025 school year and will obtain a "Recognized" designated status through TIA.

The TIA initiative led to a process of refinement for T-TESS walk-throughs and observations. Training was provided to T-TESS appraisers throughout the 2021-2022 and 2022-2023 school years. In addition, campus administrators were asked to deconstruct the T-TESS rubric with teachers to develop a better understanding of the T-TESS rubric. Training on T-TESS will continue throughout 2023-2024.

Lufkin ISD has seen an increase in the number of disciplinary referrals, and in the number of severe student behaviors over the last two years. As a result, a PBIS committee was created at the district level, and on every campus. Campuses were asked to identify "hot spots" and create a plan for implementation at the beginning of the 2023-2024 school year. In addition, a plan is in place for counselors and teachers to deliver more social emotional learning on every campus within the district.

Technology

Technology Summary

Students and staff members in Lufkin ISD have access to technology on a daily basis. In addition to devices for teachers and students, promethean boards were recently installed in every classroom in the district.

Students and teachers also have access to technology applications through Lufkin ISD. Programs such as ClassLink, Google Classroom, mCLASS, and i-Ready make it possible for students to complete and/or submit work online. DMAC is a useful tool to assist teachers and administrators with data disaggregation on state and local assessments.

LUFKIN ISD

Goal 1. Demonstrate sustained growth in student academic achievement

Objective 1. Improve, sustain, and support academic student performance at or beyond grade level

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and monitor a challenging, differentiated and engaging curriculum across all grade levels and content areas to maximize Tier 1 learning. (Target Group: All) (Strategic Priorities: 2,3,4)	Directors, Instructional Coach, Principal, Teacher(s)	August - May	(F)GEAR UP Funding, (F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (O)N/A, (S)Grant Funding, (S)State Compensatory	Criteria: Common lesson plan framework, walk-throughs, assessments, TEKS RS usage, Team Meetings, Staff Development, instructional resource evaluation 10/03/23 - Pending
2. Utilization of student data from a variety of sources such as STAAR, DMAC, district assessments, grades, adaptive learning platforms, and other relevant data to drive instruction and intervention programs. (Target Group: All) (Strategic Priorities: 2,3,4)	Directors, Instructional Coach, Principal, Teacher(s)	August - May	(F)GEAR UP Funding, (F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (O)N/A, (S)State Compensatory	Criteria: assessment results, lesson plans
3. Provide intervention and enrichment programs based on identified student needs determined through data. (Target Group: All) (Strategic Priorities: 2,3,4)	Directors, Instructional Coach, Principal, Teacher(s)	August - May	(F)GEAR UP Funding, (F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (O)N/A, (S)Grant Funding, (S)State Compensatory	Criteria: PAWS planning, Screener Data
4. Develop and implement a rigorous local assessment calendar at PK-12 to include screeners, unit assessments, mini-assessments, and interim assessments to drive instructional decisions. (Target Group: All) (Strategic Priorities: 2,4)	Directors, Instructional Coach, Principal	August - May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (O)N/A, (S)State Compensatory	Criteria: calendars, assessment results

LUFKIN ISD

Goal 1. Demonstrate sustained growth in student academic achievement

Objective 2. Improve, sustain, and support student attendance and decrease truancy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District social worker will train all counselors and assistant principals in the district regarding protocols for attendance and truancy. (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Social Worker	August - September	(F)Title I, (O)N/A, (S)State Compensatory	Criteria: calendars, presentations, sign-in sheets
2. Parent notification sent at the beginning of each school year regarding the importance of daily attendance through the distribution of compacts, student handbook, and letters from principals. (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Principal, Social Worker	August - September	(F)Title I, (O)N/A, (S)State Compensatory	Criteria: documentation of communications, attendance records and reports
3. Lufkin ISD will improve attendance for students through partnerships with parents, staff, and students. The district social worker will communicate regularly with administrators regarding specific students with attendance concerns. Campus personnel will directly contact parents through telephone calls, teacher conferences, and notes sent home. (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Principal, Social Worker	August - May	(F)Title I, (O)N/A, (S)State Compensatory	Criteria: attendance records, tardies, logs of parent phone calls

LUFKIN ISD

Goal 1. Demonstrate sustained growth in student academic achievement

Objective 3. Improve, sustain, and support the graduation rate and prepare college/career-ready students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a multitude of opportunities such ECHS, dual credit, STEM, CTE courses, fine arts programs, and other areas based on student interest. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), GEAR UP Staff, Principal	August 2023-2024	(F)GEAR UP Funding, (S)Grant Funding, (S)State Compensatory	Criteria: Course selection and enrollment
2. Track CCMR data to ensure all students meet career, college or military readiness. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), Principal	August - May	(F)GEAR UP Funding, (L)Local Funds, (O)N/A	Criteria: CCMR Tracker data
3. Provide opportunities for credit recovering such as Panther Academy, E2020, Summer School, and Stubblefield Learning Center to ensure all students are given opportunities for credit recovery towards graduation requirements. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), GEAR UP Staff, Principal	August - July	(F)GEAR UP Funding, (L)Local Funds, (S)State Compensatory	Criteria: graduation rate, counseling records
4. Counselors will provide age appropriate opportunities at each grade level to learn about college, careers, and military. (Target Group: All) (Strategic Priorities: 3)	Counselor(s), District Behavior Specialist, GEAR UP Staff, Principal	August 2023-May 2024	(F)GEAR UP Funding, (F)Title I, (S)State Compensatory	

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Goal 2. Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 1. Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lufkin ISD will implement all features of the Raptor system on every campus during the 2023-2024 school year. In addition, a plan will be developed to implement the required Safety Standards. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Assistant Superintendent for Admin. Services, Principal	Fall, 2023	(S)Grant Funding - \$400,000	Criteria: safety standards visible on every campus, reports from Raptor
2. Provide districtwide support to increase physical and psychological safety through the use of Campus safety Coordinators, EOP for each campus, drills, and PBIS Campus and Classroom components. (Target Group: All) (Strategic Priorities: 1,4)	Assistant Principal(s), Counselor(s), District Behavior Specialist, Principal	August - May	(O)N/A	Criteria: Principals, Assistant Principals, Instructional Coaches, and Counselors have received training on Campus and Classroom PBIS Components. Additional training will continue throughout the 2023-2024 school year.
3. Lufkin ISD will partner with the City of Lufkin Police Department to have a Police Officer on every campus during the school day to meet the requirements of HB3. In addition, Lufkin ISD will actively search to hire additional Lufkin ISD police officers. (Target Group: All)	Assistant Superintendent for Admin. Services	August 2023-May 2023	(L)Local Funds	

LUFKIN ISD

Goal 2. Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 2. Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Training has been provided to all staff that includes: FBAs, BIPs, MDRs, and de-escalation strategies. (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	August - May	(O)N/A	Criteria: Decrease the number of discipline referrals.
2. Provide districtwide support to school counselors to promote a balanced program of effective instruction, prevention, and intervention through 80/20 data tracking. District support for instruction, prevention, and intervention will include bullying. (Target Group: All) (Strategic Priorities: 4)	Counselor(s), District Behavior Specialist	August - May	(O)N/A	Criteria: discipline referrals, counselor calendars
3. Provide districtwide support to increase classroom management through the use of PBIS Classroom Components, Universal Strategies, and implementation of "The Panther Way" on all campuses. (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Counselor(s), District Behavior Specialist, Principal	August - May	(O)N/A	Criteria: decrease in discipline referrals, counselor logs

LUFKIN ISD

Goal 2. Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 3. Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide districtwide support to increase frequency of Social/Emotional Learning on Primary, Elementary, and Secondary campuses. (Target Group: All) (Strategic Priorities: 4)	Counselor(s), District Behavior Specialist	August - May	(O)N/A	Criteria: Classroom teachers will provide two Social/Emotional Lessons for the 2023-2024 school year.
2. Universal Screening (SAEBRS) for primary and elementary campuses are in place for the 2023-2024 school year to provide early identification of social/emotional difficulties. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4)	Counselor(s), District Behavior Specialist	August - May	(O)N/A	Criteria: counselor referrals, discipline records

LUFKIN ISD

Goal 3. Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 1. Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campuses will provide opportunities for students to develop interests outside of academics. This could include clubs based on interest, mentor groups, etc. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Principal	August - May	(O)N/A	Criteria: sign-ins, discipline records
2. Campuses will provide opportunities for students to volunteer and engage in acts of service. (Strategic Priorities: 4)	Counselor(s), Principal	August-May		Criteria: Student records and logs of volunteer activities

LUFKIN ISD

Goal 3. Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 2. Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lufkin ISD campuses will provide opportunities for families to become involved in the education of their children. Activities will include events such as Meet the Teacher, Open House, Literacy Night, Club House and Power Up Club events, etc (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Directors, Principal	August - September	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds	Criteria: attendance records, surveys
2. Title I funding is provided to every primary and elementary campuses in order to promote the engagement of parents and families. Campuses use this funding to offer a wide variety of activities to help parents and families support students. (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s)	August - May	(F)Title I	Criteria: Agendas, Sign-Ins, Presentation Materials
3. Secondary campuses offer parent nights by grade level, college night, and a variety of family engagement activities coordinated through Gear Up. (Target Group: 6th,12th) (Strategic Priorities: 3)	Counselor(s), GEAR UP Staff, Principal	August-May	(F)GEAR UP Funding, (L)Local Funds	Criteria: Calendar of events, sign in sheets
4. Lufkin ISD provides district events such as ¡Educando y Celebrando!, Parents for African-American Academic Success (PAAS), and Advanced Academics/Digital Learning Night. (Target Group: All) (Strategic Priorities: 4)	Directors	August-May	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: Calendar of events, sign in sheets/attendance

LUFKIN ISD

Goal 3. Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 3. Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide targeted professional development opportunities for all employees including teachers, support staff, administrators, and even parents when applicable. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Counselor(s), Directors, Instructional Coach, Principal	August - May	(F)GEAR UP Funding, (F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (L)Local Funds, (O)N/A, (S)Grant Funding, (S)State Compensatory	Criteria: Professional Development District Plan, Agendas, Sign-In Sheets
2. Allocate dedicated time for PLC meetings and collaboration. Protect this time from administrative tasks and other interruptions. (Target Group: All) (Strategic Priorities: 1,2,4)	Directors, Principal	August - May	(O)N/A	Criteria: School Calendar, PLC agendas, flex schedules
3. Train teachers and staff in strategies to promote inclusive educational practices that support students with special needs, with special gifts, and emergent bilingual learners. (Target Group: All,EB,SPED,GT) (Strategic Priorities: 2,4)	Directors	August - May	(F)Title I, (F)Title II, (F)Title III Bilingual / ESL, (O)N/A, (S)State Compensatory	Criteria: sign-ins, agendas, presentation materials, assessment scores
4. Provide targeted training to meet all required state compliance. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Directors, Principal	August - May	(O)N/A	Criteria: Compliance Course completion in all areas of compliance
5. Provide strong leadership support for PLCs by ensuring administrators are actively involved in the process. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Principal(s), Directors, Instructional Coach, Principal	August - May	(O)N/A	Criteria: Professional Development for Leaders agendas, sign in sheets, participation in campus PLCs

Required Components for Title I School-Wide

ESSA Components: A schoolwide program shall develop a comprehensive plan that "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" Section 1114 (b)(6)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..." Section 1114 (b)(2)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "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" Section 1114 (b)(4)

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, 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 under section 1111(d)" Section 1114 (b)(5)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "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; (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; and (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" Section 1114 (b)(7)(A)(i-iii)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, 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" Section 1114 (b)(3)

There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. [Section 1112 (e)] All paraprofessionals assigned to Title I, Part A schoolwide campuses must continue to meet federal standards; Teachers assigned to Title I, Part A school campuses must meet applicable state certification requirements.