2018-2019

TITLE I, PART A SCHOOLWIDE PROGRAMS

STATEWIDE MONITORING SELF-ASSESSMENT TOOL

DEPARTMENT of EDUCATION
Louisiana Believes

INTRODUCTION

The Louisiana Department of Education (LDOE), Division of Statewide Monitoring, supports engagement in self-assessment as a method of analyzing the effectiveness of programs under the Every Student Succeeds Act (ESSA).

The primary goal of the self-assessment is to identify strengths and weaknesses of your federal program implementation. However, this analysis should also reveal the strengths and weaknesses of your local education agency (LEA) programs by evaluating the impact on student achievement. When completed with fidelity, we expect this activity will be helpful in identifying the root causes of performance and compliance issues in your school system. When coupled with other LEA planning activities, results should also help inform fiscal decisions as it relates to strategic and targeted use of federal funds.

Schoolwide Plans

A schoolwide plan is a comprehensive tool designed to upgrade the entire educational program in a Title I school. A robust, and comprehensive schoolwide program will assist students enrolled in a Title I school, particularly those who are at risk, to demonstrate achievement on state standards.

LEAs with a ranking of moderate-low as a result of the LDOE risk-based selection process, must complete the attached self-assessment tool as a required self-monitoring activity. In general, this activity is reserved for LEAs that have shown decline in statewide assessment proficiency, earned a school o district letter grade of C, D, or F, and/or have demonstrated a pattern of historical non-compliance.

In order to have an effective schoolwide program, a schoolwide plan must be developed. The schoolwide plan is designed to capture in writing a focused and coherent design to upgrade the entire school, incorporating any other plans for individual programs within the school.

Services provided through schoolwide programs may be used to support all students attending a Title I school; however, they should be targeted toward improving the academicoutcomes of the economically disadvantaged subgroup in particular. An effective schoolwide plan should be newlydeveloped during a one year period or amended if a plan was in place one day before the enactment of ESSA. Inaddition, the plan must be developed with the involvement of parents and other members of the community and others responsible for carrying out the plan. The plan must be developed during a one 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. It should also include the feedback of key stakeholders and be coordinated with other federal state, and local services, resources, and programs, if appropriate such programs supported under ESSA, violence prevention programs, nutrition programs, career and technical education programs,and schools implementing comprehensive and improvement activities or targeted support and improvement activities.

Schoolwide plans shall 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; and must be available to the LEA, parents, and the public. The information contained in the plan should be understandable to the extent practical.

The planning team should consider the following:

- Does the school already have a comprehensive plan? A school that has a functional and comprehensive plan for school improvement may choose to add on to the current plan. However, the current plan must be the result of a data-driven needs assessment process.

- How will the schoolwide plan accommodate changes over time? The plan should expand and evolve over time as changes occur within the school. A school should review and revise the plan as necessary, evaluating the plan at least annually.

- Who will monitor the implementation of the plan? Typically, the principals, teachers, parents, external technical assistance providers and representatives from the school and community from which funds have been leveraged should assist in evaluating the plan. Each member of the team should be knowledgeable about the purpose of schoolwide programs, the schoolwide elements, and the contents of the schoolwide plan.

Planning and Preparation

The LEA should identify key staff to serve on the self-assessment team. The team member selection is at the discretion of the LEA; however, LDOE recommends including knowledgeable and experienced individuals such as the Federal Program Director, program facilitators, principals, teachers, parents, or other stakeholders.

SECTION 1: SCHOOLWIDE PLAN ELEMENTS

ELEMENT 1: Comprehensive Needs Assessment

The needs assessment is critical to developing a schoolwide plan. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan and suggests benchmarks for its evaluation, and as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including at risk students; students from diverse racial and ethnic groups; students with disabilities; limited English Learners (ELs) and migrant students. Below are steps which are important when planning, analyzing, and completing the comprehensive needs assessment process.

ESTABLISH A SCHOOLWIDE PLANNING TEAM
The schoolwide planning team will lead the needs assessment process. At the discretion of the Federal Programs Director, others may be included in the process. • Members should include school and district administrators, teachers representing different grades and content areas, guidance counselors, curriculum specialists, parents, community members and students (include secondary students, as applicable). However, input from parents and teachers are minimally required. • Members should have a diverse set of skills and experiences. • Members should be knowledgeable about Title I programs and regulatory requirements. • To avoid duplication of effort and resources, the schoolwide planning team may be a pre-existing team. The existing team may need to be expanded to include all representative participants of the school. • The schoolwide planning team could be a new team of which consideration should be given to qualified and interested parties. • Member roles and responsibilities should be established. • Consideration should be given to leadership, shared leadership, meeting management, project organization, consensus building, training, and communication with representative groups.

CLARIFY THE VISION FOR THE PROCESS
• The vision should reflect the complete analysis of every part of the school from standard operating procedures to expectations for students. • School staff should discuss what the upgraded school will look like in terms of student success and how that vision differs from what currently exists. • Discussion points should include strengths and weaknesses of the school and how to achieve meaningful change, improve student achievement, and attain the vision. • A collective vision should include the purpose of the school, expectations for students and adults, the importance of collaborations and understanding the commitment to continuous improvement.

CREATE A COMPREHENSIVE PROFILE OF THE SCHOOL
• A comprehensive profile is a data-driven description of the school's students, staff, and community demographics, programs, and mission. • At a minimum the profile should include information relative to student needs, curriculum and instruction, professional development, family and community involvement, and school context and organization.

IDENTIFY DATA SOURCES
The schoolwide planning team will be required to gather supporting documentation and organize data. Data should be both quantitative and qualitative. Data should be gathered from existing sources and new collection, and be cross-checked for data quality.

ANALYZE DATA
• Sound data analysis is an essential step to creating a schoolwide plan that accurately and realistically addresses the key reform issues the school faces.
• Objective reviewers should review the data and the team's interpretation of findings to ensure appropriate conclusions have been drawn.
• Stakeholders should see a clear connection between the information gathered and the conclusions drawn based on the data analysis.
• The schoolwide planning team should summarize data gathered and conclusions drawn along with identifying needs that have emerged to share to drive decision making.

ELEMENT 2: Strategies for Improvement

Schoolwide strategies are essential to the schoolwide planning process. Using the information from the comprehensive needs assessment, the schoolwide plan must describe the strategies the school will implement to address its needs, including a description of how the strategies will:

1. provide opportunities for all children including each subgroup of students,to meet state standards,

2. use effective methods and instructional strategies that strengthen the academic program,

3. 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

4. include strategies to address the needs of all children in the school, but particularly the needs of children at risk of not meeting the state standards.

ELEMENT 3: Student Support Services

ESSA considers the integration of direct and support services as a means of helping at risk students meet state standards. Similarly, but more student specific in nature, services and supports are readily provided under the Individuals with Disabilities Education Act (IDEA) as part of receiving a free appropriate public education. Under new ESSA requirements, counseling services, mental health programs, specialized instructional support services, and mentoring services should be considered and made available to students if the need is present in the comprehensive needs assessment results.

ELEMENT 4: Student Opportunities

The evaluation of postsecondary education and the workforce is noted as a consideration when developing activities for improvement in the schoolwide plan. Preparation for and awareness of opportunities for postsecondary education credit while still in high school (such as advanced placement, industry based, dual or concurrent enrollment, or early college high schools), are all worthy of consideration when addressing the needs of all students, particularly at risk students.

ELEMENT 5: Tiered Intervention

Implementation of a schoolwide tiered model to prevent and address behavior issues is supported in ESSA as a means of helping students achieve academic success. In addition, early intervening services, coordinated with similar activities and services under IDEA, are supported as well. Tiered behavior intervention and early intervening services are proactive ways of having procedures in place to address these topics at the school level. It may be wise to coordinate Title I behavior and early intervening services with already existing programs such as those in existence under IDEA.

ELEMENT 6: Professional Development

Under ESSA, professional development activities must minimally be designed to improve instruction, provide opportunities for teachers to utilize assessment data to drive decision making, and focus on the retention and recruitment of effective teachers in high-need subject areas. Professional development activities should continue to be: high-quality, sustainable, replicable, and included opportunities for job-embedded replication at the school level.

ELEMENT 7: Early Childhood Transition

Early childhood transition plans assist preschool children in the transition from early childhood programs, such as

Head Start, daycare centers, or a state-run preschool program, to local elementary school programs. Plans for early childhood transition should be seamless, and without interruption. Sensitivity to cultural diversity in strategies, activities, and assessment tools should be included in the early childhood transition strategies. Also, plans for the evaluation of effective implementation should be in place.

ELEMENT 8: Supplement not Supplant

To demonstrate compliance, the LEA must demonstrate that the methodology used to allocate State and local funds to each Title I school ensures the school receives all of the State and local funding it would otherwise receive if it were not receiving Title I funds. This new ESSA requirement went into effect December 15, 2017. No LEA shall be required to:

- identify individual costs or services as supplemental; or
- provide services through a particular instructional method or setting to demonstrate compliance

The Secretary may not prescribe the specific methodology a LEA uses to allocate State and local funds to each Title I school.

IDENTIFYING A SAMPLE

In order to complete this activity, the LEA must

1. identify all schools required to develop and implement a schoolwide plan,
2. identify a targeted sample of schools to analyze schoolwide plans from eligible Title I schools,
3. use the chart below to identify the number of schools the LEA is required to evaluate for completion of the self-assessment activity, and
4. record results on the Results Summary Report Form to ensure targeted correction of any non-compliance identified by school.

*When selecting schools at least 50% must be low-achieving schools.

Total Number of Title I Schools	10 or less	11-100	100 or more
Schoolwide Plans Selected	1-5	10%	20%

Other Self-Assessment Sections

In addition to evaluating the implementation of schoolwide plans, this self-assessment activity requires LEAs with a ranking of moderate-high to evaluate other areas for compliance. The LEA will assess the validity and appropriateness of its policies, practices, and procedures in the following areas: parent and family engagement polices, programs for students experiencing homelessness, programs for English Learners, equitable services to non-public school students, and improving teacher quality. A self-assessment document for recording results has been provided for your use followed by guiding questions to assist with areas of non-compliance.

The LEA will self-assess program oversight and implementation of the above programs in addition to completing the schoolwide plan section of this tool.

CITATIONS

For the purpose of correcting non-compliance and identifying areas where compliance has been established, regulatory citations will appear. Citations included in this document refer to regulatory requirements determined to be most closely related to the area(s) being addressed. Citations included in this document are not intended to be inclusive of any regulations, but will rather broadly capture the intent of the component or standard being addressed.

Understanding Compliance and Correction

Documentation and Evidence: For each Review Item on the self-assessment tool, a rubric is provided which includes a specific list of documentation (information to look at) and evidence (information to look for) that must be considered during the review of each standard. This information is provided as a guide for locating information that may assist in substantiating compliance. However, the LEA may use additional evidence when needed to support this process.

Addressing Compliance and Non-Compliance: For each item or question, a determination of compliance must be made. A notation of "**Compliant**" indicates the LEA is in compliance with the specific regulatory requirement. The team should carefully review all documentation and evidence prior to making a final determination of compliance. A set of guiding questions have been included as part of the self-assessment review. The LEA should be able to respond to 90% of the guiding questions with a "yes" in order to select "Compliant" on a schoolwide plan Review Item. The LEA will be required to correct any instance of non-compliance by developing a plan for correction.

Correction of Non-Compliance: If LEA is non-compliant in any of the self-assessment standards, the LEA will be required to:

- Document issues of non-compliance on the self-review score sheets provided;
- Identify the steps the LEA will take to correct findings of non-compliance by developing a plan for correction on the results summary document provided;
- Correct all instances of non-compliance;
- Maintain documentation to validate the LEA has corrected all issues of non-compliance in the LEA's self-assessment files; and
- Randomly conduct follow-up reviews to ensure non-compliance was corrected. If additional issues of non-compliance are noted, they must be corrected immediately.

CHECKLIST FOR COMPLETION OF THE TITLE I, PART A PROGRAM SELF-ASSESSMENT:

○ **Step 1**: The LEA will select a sample of Title I schools to be assessed as part of this process. The sampling is only specific to the schoolwide plan requirement. Aside from Section 1 – Schoolwide Plans, all other sections of the self-assessment tool will investigate the fidelity of program oversight and implementation efforts.

○ **Step 2**: When selecting schools, at least half (50%) of the schools selected must be low achieving schools having earned a school letter grade of D or F on the most recent School Report Card. Additional schools in the sample may be selected from higher performing Title I schools.

○ **Step 3**: The Federal Programs Director may provide a copy of the self-assessment tool to principals of targeted schools or the schoolwide planning team leaders for review. If this method of assessing schoolwide programs is selected, the Federal Programs Director may choose to conduct a planning meeting with principals or representatives of all targeted schools to discuss the best method for completing this activity. Alternatively, Federal Program Directors may also elect to conduct each of the schoolwide plan reviews themselves. This method will ensure fidelity and consistency. However, we recommend sharing results with school principals and other relevant district officials.

○ **Step 4**: Relevant data sources, guiding questions, and other sources of documentation should be reviewed and gathered in advance of completing this activity. The self-assessment tools along with the other PDF fillable documents (Guiding Questions, Score Sheets & Results Summary Report Form) should be completed electronically and saved. The completed self-assessment instrument, any planning resources or relevant supporting information, data resources, including any preliminary results, should be maintained by the Federal Programs Director and in some instances may need to be submitted to the LDOE as back-up documentation. (Score sheets should be used to document compliance or noncompliance and to note any areas of improvement or considerations.)

○ **Step 5**: Results of all self-assessment sections should be recorded on the Results Summary Report Form.

○ **Step 6**: The LEA will be required to submit a completed Score Sheet for SWP Indicators 1-4 for each school in the sample and the Results Summary Report Forms for each of the core areas of Title I, Part A and Title II, Part A. A plan of correction including timeliness must be developed and included on the Results Summary Report Forms for all areas of noncompliance.

Submission of Score Sheet and Results Summary Report Forms

1. Scan the completed Score Sheet and Results Summary Report Forms and save as a PDF file. Make a copy for the LEA file.
2. Name the scanned file "SiteCode_SiteName_Year_Monitoring_Program"; no password/encryption is necessary since it will be transmitted securely. For example: 091_cityofgivers_2016-17_Monitoring_ESSA Self-Assessment
3. Provide the file to your FTP Coordinator to upload to the Data Management FTP.
4. E-mail the Team Leader at FirstName.LastName@la.gov when the files have been uploaded to the FTP by your FTP Coordinator.

TITLE I, PART A SCHOOLWIDE PROGRAMS (SWP) SELF-ASSESSMENT

Instructions: The self-assessment form below should be used to determine whether the LEA is compliant in three targeted areas. The LEA will make a determination of compliance for SWP-1, SWP-2, and SWP-3 after populating information onto the Schoolwide Plans Score Sheet. A determination of compliance is not required for SWP-4; however, a statement explaining key factors that may have contributed to concerns around student achievement should be developed. The Score Sheet will allow self-assessment team members to conduct a review of schoolwide plans at multiple selected schools, then record the results. **This should occur prior to making a determination of compliance.** The self-assessment results summarized on the Score Sheet and Results Summary Report Form will be submitted to the LDOE. Any supporting documentation must be kept on file at the LEA. The Department reserves the right to request a review of this information at any time or may use information in subsequent years as part of the on-site monitoring review. The guiding questions that follow will assist in understanding the depth of each of the areas.

REVIEW ITEM: SWP-1   REVIEW PERIOD: _____   REGULATION: ESEA SEC. 1114(b)(2)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Schoolwide plan • School budget	Does the school have a schoolwide plan and budget which aligns with the plan?

RESULT & COMPLIANCE	
○ **COMPLIANT**	○ **NON-COMPLIANT**
○ Schoolwide plans are available. ○ Schoolwide plans are aligned with school budget.	○ Schoolwide plans are unavailable. ○ Schoolwide plans are not aligned with the school budget. * *If SWP-1 is non-compliant, refer to the Guiding Questions to assist with the development of a compliant schoolwide plan.*

REVIEW ITEM: SWP-2   REGULATION: ESEA SEC. 1114(b)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Schoolwide plans address each of the elements included in this document except where it has been identified as not applicable.	Does the LEA ensure schoolwide plans are consistent with federal requirements? * *The LEA must determine whether every school in the sample has documentation to suggest the schoolwide elements were sufficiently addressed in order to make a determination of compliance for this review item. Guiding questions have been included to assist the LEA in understanding the depth of each of the required elements.)*

RESULT & COMPLIANCE	
○ **COMPLIANT**	○ **NON-COMPLIANT**
○ Schoolwide plans address the federal statutory requirements.	○ Schoolwide plans do not address the federal statutory requirements.

REVIEW ITEM: SWP-3   REGULATION: ESEA SEC. 1114(b)(2)

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Schoolwide plans • Sign-in sheets • Meeting notes • Schoolwide plan changes/revisions	Does the LEA ensure that each school reviews and revises the schoolwide plan as necessary?
RESULT & COMPLIANCE	
○ **COMPLIANT**	○ **NON-COMPLIANT**
○ Supporting documentation is available.	○ Supporting documentation is unavailable.

REVIEW ITEM: SWP-4

POTENTIAL SOURCE OF DOCUMENTATION	REVIEW QUESTION
• Progress monitoring data • School letter grades & report cards • Monitoring rubric results • Schoolwide plan changes/revisions • Other data relative to improvement in academic achievement	Is there data that suggest improvements in academic achievement for at risk students was a result of successful implementation and monitoring of the schoolwide plan?
RESULT & COMPLIANCE	
○ YES	○ NO
If "no" is selected above, explain your plans for improvement. Responses should include strengths, weaknesses, challenges, and plans for improving subgroup achievement through revisions to the schoolwide plan.	

SECTION 1: TITLE I, PART A: SCHOOLWIDE PROGRAMS GUIDING QUESTIONS

Element 1: Comprehensive Needs Assessment	Yes	No
Has the LEA established a schoolwide planning team?	O	O
Has the planning team developed a collaborative working relationship among its members?	O	O
Does the planning team communicate with the groups it represents and the parents and community members who have a stake in the success of the Schoolwide Program?	O	O
Has the planning team developed a shared vision?	O	O
Has the planning team completed a thorough data analysis?	O	O
Have the strengths and weaknesses of the current school program been determined?	O	O
Does evidence gathered support assumptions about strengths and weaknesses of the program and school?	O	O
Have the root causes of strengths and weaknesses been determined?	O	O
Are data both quantitative and qualitative?	O	O
Does data represent all student populations in the school particularly at-risk students?	O	O
Did the team consider multiple data sources, including cultural, environmental, attitudinal, behavioral and academic?	O	O
Were key findings established for each data source?	O	O
Have reform priorities been identified?	O	O
Have the results of the needs assessment been used to develop the improvement plan?	O	O
Has the team ensured there is a direct alignment between needs assessment priorities and the development of the schoolwide plan goals and objectives?	O	O
Have the results of the needs assessment been used to set benchmarks for evaluation of the schoolwide plan?	O	O

Element 2: Strategies for Improvement	Yes	No
Are the strategies aligned and support the needs assessment?	O	O
Are the strategies aligned with improvement goals and objectives?	O	O
Does the school have the capacity to implement identified strategies?	O	O
Is there a plan on how the implementation of strategies will be monitored and by whom?	O	O
Have strategies been proven to be evidenced-based?	O	O
Have strategies been identified to increase the quality of instruction for students at-risk of not meeting the state standards?	O	O
Have strategies been identified to increase the quality of learning and provide a well-rounded education?	O	O
Are strategies aligned to schools implementing comprehensive and targeted support and improvement activities?	O	O

Element 3: Student Support Services	Yes	No
Did the needs assessment indicate a need for student supports?	O	O
If yes, were those areas which revealed the greatest need included as key priorities and linked to identified strategies?	O	O
Were activities aligned with identified strategies and wee specific support services identified in the school wide plan?"	O	O

Element 4: Student Opportunities	Yes	No
Does the schoolwide plan identify opportunities for students to engage in postsecondary coursework while attending high school?	O	O
Does the school's plan highlight career and technical education programming and opportunities to broaden students' access to courses for college credit while still in school?	O	O
Was there coordination with transition services offered by other federal programs such as IDEA?	O	O
Does the schoolwide plan include the goals and needs of at-risk students as it relates to postsecondary outcomes?	O	O

Element 5: Tiered Interventions	Yes	No
Does the school have a schoolwide, tiered intervention model in place for addressing problem behaviors?	O	O
Has this information been embedded into the schoolwide plan?	O	O
Is there evidence-based information included to demonstrate the effectiveness of the behavior- or early-intervention model?	O	O
Has early intervention and behavior intervention been made a priority of the revised schoolwide planning requirements under ESSA?	O	O
Is there clear evidence of the integration in the revised plan?	O	O

Element 6: Measures to include professional development and its effect on the student achievement	Yes	No
Do all teachers, paraprofessionals, and administrators have the opportunity to participate in professional development activities?	O	O
Does the schoolwide plan include a plan for ensuring early childhood students transition to elementary programs in a timely manner?	O	O
Has the planning team consulted with the school system's early childhood coordinator for feedback?	O	O
Are PD activities replicable and sustainable?	O	O

Element 7: Activities to provide effective, and timely early childhood transition	Yes	No
Have relationships been established with early childhood entities in the community?	O	O
Does the school use multiple assessments to evaluate student progress?	O	O
Is additional support provided for students experiencing difficulty mastering the state standards?	O	O

Element 8: Supplement not Supplant Policy	Yes	No
Is the methodology for allocating funds to Title I and non-Tile I schools a neutral policy which is available at the district level?	O	O

LOCAL EDUCATION AGENCY SELF-ASSESSMENT FILE REVIEW
TITLE I, PART A SCHOOLWIDE PLAN (SWP) – SCORE SHEET

Information				
LEA Name:		**Required Sample Size:**		**Review Period:**
Total number of schools reviewed is indicated below.				
Elementary (E) Schoolwide Plans	**Middle (M) Schoolwide Plans**	**High School (H) Schoolwide Plans**		**Schoolwide Plans Total**

Instructions: List the names of the Title I schools selected for schoolwide plan reviews. Select "Compliant" if requirement is met. Select "Non-Compliant" if requirement is NOT met. When selecting schools, at least half (50%) of the schools selected must be low achieving schools having earned a school letter grade of D or F on the most recent School Report Card. The additional schools in the selected sample may be chosen from high performing Title I schools. No item may be left blank. In the Comments column, please cross-reference any notes with the indicator number.

Title I School	SWP-1 ESEA Sec. 1114(b)(2)	SWP-2 ESEA Sec. 1114(b)	SWP-3 ESEA Sec. 1114(b)(2)	Comments
Insert Title I School Name	○ Plan ○ Budget	○ Comprehensive Needs Assessment ○ Strategies for Improvement ○ Student Support Services ○ Student Opportunities *(may not apply if high schools are not sampled)* ○ Tiered Interventions ○ Professional Development ○ Early Childhood Transition *(may not apply if elementary schools are not sampled)* ○ Supplement not Supplant	○ Developed, reviewed, and revised	Insert notes that can be used as part of the plan of correction, if necessary. Information about quality schoolwide plan programming by school may also be included in this section.
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	
	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	○ Compliant ○ Non-compliant	

LOCAL EDUCATION AGENCY
TITLE I, PART A SCHOOLWIDE PLANS (SWP) SELF-ASSESSMENT
RESULTS SUMMARY REPORT FORM

Instructions: The Results Summary Report Form must be completed and reviewed by the LEA self-assessment team. This form should be used by the self-assessment team to record results and information collected by school as it relates to schoolwide plans and budgets. The Schoolwide Plan Score Sheet should be completed prior to completing this document. **Below are specific instructions for documenting and addressing compliance issues for each of the self-assessment Review Items.**

Schoolwide Plans Documentation Review

- Indicate the total number of schoolwide plans reviewed by the LEA for all selected schools y Review Item.

- Indicate whether the LEA is compliant or non-compliant for Review Items SWP-1, SWP-2, and SWP-3 by entering the appropriate information in the fillable fields below. Indicate Yes or No for Review Item SWP-4. If No, explain your plans for improving subgroup achievement through adjustments to the schoolwide plan

- For any instance of non-compliance, a plan of correction is required.

- The plan of correction should include the following: action steps for correcting non-compliance, personnel responsible, evidence of completion, and planned completion date. Show date completed when corrections are final.

- The LEA will complete a Score Sheet and the Results Summary Report Form and submit to the LDOE monitoring team leader. The LEA must maintain the completed self-assessment instrument and any relevant supporting information on file.

Review Item – Schoolwide Plan Programs							
Review Item	Total Schoolwide Plans Reviewed	Number Compliant	Number Non-Compliant	Percent Compliant	Plan of Correction	Date Completed	Regulation
SWP-1							ESEA Sec. 1114(b)(2)
SWP-2							ESEA Sec. 1114(b)
SWP-3							ESEA Sec. 1114(b)(2)

If "NO" has been selected in the Self-Assessment, explain your plans for improving subgroup achievement through adjustments to the SWP program.					
Review Item	Yes	No	Plan for Improvement	Planned Completion Date	Final Completion Date
SWP-4	○	○			