

**Texas Education Agency
ESSA Title I, Part A Schoolwide Program Elements
Elements Validation Guidance Document
2017-2018**

The Every Student Succeeds Act requires that every Schoolwide Program have three elements in place toward compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent and Family Engagement activities. This validation covers all three elements. A district may need to refer to the following documents for required evidence: Comprehensive Needs Assessment, Campus Improvement Plan, Campus Parent and Family Engagement Policy, Campus Parent and Family Engagement Compact. Please contact your regional ESC Title I Contact to provide you the necessary documents.

Page Number(s)	Highlight Where the Element Is addressed	Element Number	SCHOOLWIDE ELEMENTS	Met Requirement	Improvement Needed
		1.0	Element 1. Comprehensive Needs Assessment (CNA): Sec. 1114(b)(6)		
		1.1	The Title I, Part A Campus Improvement Plan 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 (LEA). The campus <u>must</u> provide the date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and/or revised for the 2017–2018 school year.	<input type="checkbox"/>	<input type="checkbox"/>
		2.0	Element 2. Campus Improvement Plan Requirement (CIP)		
			Schoolwide Plan Development: Sec. 1114(b)(1-5)		
		2.1	The CIP is 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, 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. The campus <u>must</u> provide a list of the individuals and their roles who assisted with the development (if a new campus) or the review of the CIP. The list must identify the individuals by name and roles.	<input type="checkbox"/>	<input type="checkbox"/>
		2.2	The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on		

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			student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The campus <u>must</u> provide the date(s) that the CIP was revised and/or evaluated for 2017–2018 school year.	<input type="checkbox"/>	<input type="checkbox"/>
		2.3	The CIP is available to the local educational 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. The campus <u>must</u> indicate locations where the LEA made the CIP available. Examples: on campus, at Post Office, in Student Handbook, at Parent Meetings or other locations (specify “other”). The campus <u>must</u> indicate languages in which the CIP was distributed. Examples: English, Spanish, Vietnamese or other language (specify “other”).	<input type="checkbox"/>	<input type="checkbox"/>
			Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii)		
		2.4	Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards The campus <u>must</u> indicate the CIP page number(s) and indicate or highlight where opportunities for all children are addressed.	<input type="checkbox"/>	<input type="checkbox"/>
		2.5	ii. 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	<input type="checkbox"/>	<input type="checkbox"/>

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			The campus must indicate the CIP page number(s) and indicate or highlight where 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 are addressed.		
		2.6	<p>iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p> <p>The campus must indicate the CIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed.</p>	<input type="checkbox"/>	<input type="checkbox"/>
		3.0	Element 3. Parent and Family Engagement		
			Parent and Family Engagement: Sec. 1116(a)(2) and Sec. 1116 (2)(c)(2)		
		3.1	<p>Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.</p> <p>The campus must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, at Post Office, in Student Handbook, at Parent Meetings or other locations (Specify “other”).</p> <p>The campus must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other specify other language (Specify “other”).</p>	<input type="checkbox"/>	<input type="checkbox"/>

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		3.2	<p>Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.</p> <p>The campus must include the following information in the Element Validations and must have supporting documentation for the information provided. Documentation will be submitted only if requested by TEA.</p> <p>The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations.</p> <p>Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during the school day, PM after school, PM in the evening, specify if other times.</p> <p>Examples: on campus, other district site, community center, or other locations (specify “other”).</p>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

1. Elements of a Schoolwide Program plan described above must be addressed in the Elements Validations.
2. Not all Schoolwide Program Elements are selected for validation, nevertheless they must be addressed and documented at the campus.
3. Validation Elements will receive a Met or Improvement Needed during the validation.
4. LEA must be prepared to submit documentation such as dates, meeting agendas, attendance records, policies, procedures or any other documentation that supports the information provided by the LEA, as requested by TEA.
5. Please be aware that anything that involves the expenditures of Title I, Part A funds must be addressed as a need in the Comprehensive Needs Assessment (CNA) and be included in the Campus Improvement Plan (CIP).