

## Federal Compliance Requirements-Improvement Plans 2022

*Effective school improvement plans meet both quality indicators as well as federal compliance requirements. School leaders and school improvement facilitators should review the indicators of exemplary planning (noted within the Plan Guidelines and Processes resources for [school](#) and [single-entity](#) plans) along with ensuring compliance in the areas noted below.*

### Compliance Checklist:

- Steering Committee
- Summary of Strengths and Challenges from the Needs Assessment
- Analyzing (Strengths and Challenges)
- Action Planning
- Approvals & Signatures

### **Ready: Prepare for Planning**

Establishing a clear and shared focus that all stakeholders across the school community agree upon is a necessary first step in developing a plan for continuous improvement. A succinct vision and mission statement, as well as an understanding of the educational community and values from various stakeholders, establishes a robust framework for developing a plan that is embraced by all internal and external stakeholders.

In the READY section, schools identify both internal and external stakeholders that play an integral part in the planning and operations of the educational and support programs. This committee will begin the planning process by creating a shared vision for learning to provide a deeper purpose and direction and for developing a plan for continuous improvement.

### **Steering Committee:**

**CSI, ATSI, and TSI Schools:** Committee members must include the principal, chief school administrator and other school leaders, teachers, students (if a secondary school), parents/guardians, and members of the community as required under ESSA §§ 1111(d)(1)(B) (CSI) and 1111(d)(2)(B)(ii) (TSI).

**Schoolwide Title 1 Schools:** Committee members must include the principal, chief school administrator and other school leaders, teachers, paraprofessionals (if applicable), students (if a secondary school), district representative (ex: Federal Programs Coordinator, Curriculum Coordinator, Assistant Superintendent, etc.), members of the community, if appropriate specialized instructional personnel, and other individuals determined by the school as required under ESSA §§ 1008(b)(2).

\*As parental engagement is a required part of the Title 1 programming, it is recommended that parents/guardians be included in the steering committee.

Note: For all roles, please use the drop-down list for the “Position/Role” in the FRCPP to indicate the member’s role on the steering committee, not their role in their organization.

	Name	Position/Role	Building/Group/ Organization	Email
Correct	Joe Smith	Community Member	YMCA	joesmith@sample.org
Incorrect	Joe Smith	Activities Director	YMCA	joesmith@sample.org

**Set: Complete a Needs Assessment**

Conducting a thorough needs assessment is essential to establishing a successful improvement plan. A needs assessment is a systematic process that is used to identify strengths and challenges within the context and constraints of the organization and dig deeper into the root causes of these challenges. The needs assessment goes beyond student data to include data on the prevalence of effective practices. It includes a thorough examination of practices, processes, and routines that impact teaching and learning. Through the needs assessment, the school should establish a deep understanding of the school’s context, including internal community (e.g., teachers, student groups) and external community (e.g., parents, local area) and how these internal and external factors impact achievement of your vision and attainment of your long-term goals for students.

In the SET section, schools will conduct a thorough needs assessment by reviewing, analyzing, and discussing a variety of relevant data sources. Throughout the needs assessment process, school strengths and challenges will be collected for review and prioritizing prior to completion of this section.

**Summary of Strengths and Challenges from the Needs Assessment:**

An eligible school operating 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 as required under ESSA section 1008(b)(7).

Note: Compliance in this section requires a review of the entire “Set” section of the plan. A reviewer should be able to clearly identify a detailed analysis of the performance or non-performance data for one or more student subgroups identified in 1111(c)(2) of ESSA. While schools designated as CSI have a whole school designation, the needs assessment should indicate that an analysis of student groups was conducted in order to ensure a focus on equity throughout the planning process.

### **Go: Develop the Plan**

A key aspect of ESSA is its commitment to the use of evidence-based approaches and continuous improvement to drive better outcomes for students. A cycle of improvement, when implemented well and grounded in evidence-based approaches, can both improve student outcomes and increase the return on educational investments as more resources are spent on programs and practices likely to have a positive impact.

Comprehensive planning is a continuous process used to ensure that all students are achieving at high levels. All schools can create better environments so that more students are successful. Ongoing planning is essential to providing increased student performance and quality results. Innovative, evidence-based programs, coupled with professional development, focused and aligned resources, and stakeholder participation in planning, are critical factors in districts that demonstrate continuous growth.

In the GO section, schools develop their plans for improvement. Building upon the strengths and challenges identified in the SET section, planning teams will move to identify their most significant priorities to focus on for improvement over the next year. From these priorities, measurable goals, evidence-based strategies, and action plans, inclusive of professional development and communication steps, are developed to guide the work for ongoing school improvement.

### **Analyzing (Strengths and Challenges)**

The Priority Statements must reflect the Priority Challenges identified throughout the Set section of the plan as required under ESSA section 1008(b)(7)(A) and section 1111(c)(2).

**Note:** There should be clear links between the Priority Statements and the Priority Challenges selected when reviewing the plan. For example, a school that has selected a Priority Challenge addressing a struggle with fostering a culture of high expectations for success for all students, educators, families, and community members should have a Priority Statement that restates the barriers to the Priority Challenge as an actionable statement. It is suggested that schools craft their Priority Statement as a theory of action to help ensure this alignment is clear and to set the stage for effective action planning.

### **Action Planning**

Once priorities for improvement have been identified with established goals to measure progress and improvement, the steering committee (in consultation with other stakeholders) will next develop the action plans to meet the goals. The first step in action planning is to determine the strategies that will best address the priorities. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to

implement interventions successfully and meet established goals. After selecting the strategy, the next step is to map out a plan for how your school will implement each selected evidence-based strategy.

Note: The School Improvement/Schoolwide Plan is considered the spending plan of the school. The “Materials/Resources/Supports Needed” boxes embedded with each action plan should include the ways in which programmatic, human, and fiscal capital resources are aligned with the school plan. In particular, the school should note the ways in which Federal funds will be used to support the school plan. A school must specify that either Title 1 funds or CSI-specific funds are being used. For example, a school that has identified a need to prioritize reading may note a Reading Specialist paid with Title 1 funds within their plan. You must include exact dollar amounts for all items that are funded with CSI or Schoolwide Title 1 funds, and it must match what is being entered into E-grants.

### **Approvals & Signatures**

Please ensure that the Superintendent/Chief Executive Officer and Building Principal signing the plan match the information provided in [EdNA](#). If this information is inaccurate, the school must work with the LEA to ensure this information is updated in EdNA.

Additionally, schools designated as CSI and A-TSI must have an external school improvement facilitator review and sign the plan for submission. For CSI schools, this will be a designated school improvement facilitator (SIF). ATSI-Title 1 schools must be signed by their local IU school improvement point of contact. Beginning with plans for 2022, only sign-offs within the FRCPP will be accepted.

