

Title I Schoolwide Plan Template

Instructions:

- All components of this template must be addressed.
- This example is not all inclusive and is designed to give the LEA a framework to assist in the creation of a SWP that is unique to local needs.
- The state required School Improvement Plan (SIP) alone does not meet this requirement.
- Compliance with schoolwide program requirements:
 - The schoolwide plan is developed in one year unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program.
 - The completed schoolwide plan is made available to the LEA, parents, and the public.
 - The information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
 - Schoolwide programs are comprehensively developed, reviewed and revised with parents annually. The LEA/school must keep evidence of this (meeting agendas, copies of plans and revisions, sign-in sheets of participation).
 - LEA must provide guidance about the evaluation of the schoolwide program. The LEA/school must keep evidence of this (documentation of the guidance and copy of the completed evaluation used to measure effectiveness of the SWP). Refer to the [Title I Program Evaluation toolkit](#).



Title I Schoolwide Plan Template		
LEA Name: Williamson School Corporation	Superintendent : Nathan Williamson	
School Name: Hawkins Elementary School	Principal: Shawniece Hawkins	
School Mailing Address:		
School Telephone: XXX-XXX-XXXX		
LEA Title I Program Administrator:		
LEA Title I Program Administrator Mailing Address:		
LEA Title I Program Administrator Email Address:		
LEA Title I Program Administrator Telephone: XXX-XXX-XXXX		
Revision Date:	Revision Date:	Revision Date:

Title I Schoolwide Plan Planning Committee Members	
Name	Position/Role
Nathan Williamson	Superintendent
Shawniece Hawkins	Principal
Shaun Pennington	Grade 5 Teacher
Meg Richert	Grade 2 Teacher
Graham Collins	Grade 3 Teacher
Logan Brooks	Dean
Dwayne Marshall	Kindergarten Teacher
Amanda Malone	School Nurse
Josh Flynn	Parent
Kate Coleman	Parent
Kimberly Martin	Social Worker
Nicole Thompson	Interventionist
Stacey Johnson	Data Coach
Kelly Brown	EL Teacher
Andrew Mazur	Special Education Teacher
Frank Chiki	Music Teacher

Schoolwide Plan Components

1. Provide a [comprehensive needs assessment](#) of the entire school taking 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.

Response:

Hawkins Elementary School Data

Student achievement data was analyzed during learning log and grade level meetings and by the school-wide planning team through the Comprehensive Needs Assessment. Data sources used in the CNA are from ISTEP+ Assessments, and surveys (student, parent, and teacher). The data analysis will determine if student needs are being met, strengths are highlighted, weaknesses are improved, and if current strategies are impactful.

ISTEP+ Performance Data by Academic Standard

Grade 3-Mathematics Standards % Mastery		
Standard:	Spring 2016	Spring 2017
#1-Number Sense	43	42
#2-Computation	40	39
#3-Algebraic Thinking-Data Analysis	40	26
#4-Geometry-Measurement	36	40
#5-Mathematical Process	36	40

Grade 3-English/Language Arts Standards % Mastery		
Standard:	Spring 2016	Spring 2017
#1-Reading Literature	52	58
#2-Reading Nonfiction and Media Literacy	57	56
#3-Writing Genres, Writing and Research Process	54	59
#4-Writing: Conventions of Standard English	56	58



Grade 4-Mathematics Standards % Mastery		
Standard:	Spring 2016	Spring 2017
#1-Number Sense	52	65
#2-Computation	49	59
#3-Algebraic Thinking-Data Analysis	54	66
#4-Geometry-Measurement	54	68
#5-Mathematical Process	54	44

Grade 4-English/Language Arts Standards % Mastery		
Standard:	Spring 2016	Spring 2017
#1-Reading Literature	60	59
#2-Reading Nonfiction and Media Literacy	61	61
#3-Writing Genres, Writing and Research Process	64	56
#4-Writing: Conventions of Standard English	66	59

Grade 5-Mathematics Standards % Mastery		
Standard:	Spring 2016	Spring 2017
#1-Number Sense	35	48
#2-Computation	33	49
#3-Algebraic Thinking-Data Analysis	36	49
#4-Geometry-Measurement	35	54
#5-Mathematical Process	38	49



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Grade 5-English/Language Arts Standards % Mastery		
Standard:	Spring 2016	Spring 2017
#1-Reading Literature	41	52
#2-Reading Nonfiction and Media Literacy	43	47
#3-Writing Genres, Writing and Research Process	46	51
#4-Writing: Conventions of Standard English	36	43



Goal	Measures	Data 2017	Targeted 2018	Data 2019	Targeted 2021 (Cohort)
Goal 1: Improve Student Achievement	% Passing ISTEP+ E/LA 3rd Grade	51.2%	60.52%	58%	60%
	% Passing ISTEP+ Math 3rd Grade	42.2%	42.05%	38%	41%
	% Passing ISTEP+ E/LA 4th Grade	64.8%	59.36%	56%	59%
	% Passing ISTEP+ Math 4th Grade	50.5%	66.64%	64%	41%
	% Passing ISTEP+ E/LA 5th Grade	39.2%	51.52%	48%	60%
	% Passing ISTEP+ Math 5th Grade	35.5%	51.52%	48%	65%

Disaggregation Summary of Students who passed ISTEP

Grade 3:

ELA											
Grade and ISTEP test date	All	Female	Male	Black	White	Hisp	Multi-Racial	Paid Lunch	F/R Lunch	SpEd	Gen Ed
Grade 3 2017		56%	50%	37%	62%			68%	52%	23%	58%
Grade 3 2018	42%	56%	46%	31%	54%	45%	70%	69%	48%	14%	50%
Grade 3 2019		60%	55%	47%	56%		71%	75%	55%	29%	71%

Math											
Grade and ISTEP test date	All	Female	Male	Black	White	Hisp	Multi-Racial	Paid Lunch	F/R Lunch	SpEd	Gen Ed
Grade 3 2017		58%	41%	26%	48%			82%	34%	8%	43%
Grade 3 2018	42%	35%	40%	27%	47%	45%	20%	38%	41%	14%	40%
Grade 3 2019		34%	42%	26%	39%		47%	63%	34%	29%	42%

Disaggregation Summary of Students who passed ISTEP

Grade 4:

ELA										
Grade and ISTEP test date	All	Female	Male	Black	White	Multi-Racial	Paid Lunch	F/R Lunch	SpEd	Gen Ed
Grade 4 2017		52%	54%	42%	62%		82%	50%	31%	
Grade 4 2018	31%	66%	62%	58%	68%	83%	63%	64%	10%	64%
Grade 4 2019		55%	57%	44%	59%	57%		56%	40%	50%

MATH										
Grade and ISTEP test date	All	Female	Male	Black	White	Multi-Racial	Paid Lunch	F/R Lunch	SpEd	Gen Ed
Grade 4 2017		48%	61%	39%	64%		77%	50%	48%	57%
Grade 4 2018	31%	47%	53%	33%	57%	50%	50%	50%	0%	50%
Grade 4 2019		49%	75%	61%	72%	36%		63%	70%	62%

Disaggregation Summary of Students who passed ISTEP

Grade 5:

ELA										
Grade and ISTEP test date	All	Female	Male	Black	White	Multi-Racial	Paid Lunch	F/R Lunch	SpEd	Gen Ed
Grade 5 2017		79%	58%	58%	71%		87%	62%	38%	
Grade 5 2018	27%	45%	31%	21%	47%	50%	78%	33%	21%	38%
Grade 5 2019		58%	37%	30%	56%			47%	38%	50%

Math										
Grade and ISTEP test date	All	Female	Male	Black	White	Multi-Racial	Paid Lunch	F/R Lunch	SpEd	Gen Ed
Grade 5 2017		84%	80%	79%	83%		97%	79%	70%	83%
Grade 5 2018	27%	38%	28%	11%	43%	50%	56%	31%	21%	33%
Grade 5 2019	50%	47%	30%	56%				46%	38%	50%



2021 Student Improvement Goal Measures

Goal	Measures	Data 2017	Targeted 2018	Data 2019	Targeted 2021 (Cohort)
Goal 1: Improve Student Achievement	% Passing ISTEP+ E/LA 3rd Grade	51.2%	60.52%	58%	60%
	% Passing ISTEP+ Math 3rd Grade	42.2%	42.05%	38%	41%
	% Passing ISTEP+ E/LA 4th Grade	64.8%	59.36%	56%	59%
	% Passing ISTEP+ Math 4th Grade	50.5%	66.64%	64%	41%
	% Passing ISTEP+ E/LA 5th Grade	39.2%	51.52%	48%	60%
	% Passing ISTEP+ Math 5th Grade	35.5%	51.52%	48%	65%

Student Achievement Goal Action Plan

Corrective Action (Y/N): N

Title I School Improvement (Y/N): N

Subgroups Identified for Improvement: All Students

Goal #1:

For each of the next three years, students will achieve measurable continuous improvement in total ISTEP+ scores in Mathematics of at least 3 percentage points increase over the previous year in grades 3, 4, & 5.

Baseline: Spring 2016 Data: 3rd Grade – 56.9%, 4th Grade – 76.0%, 5th Grade – 83.7%

Year 1 Target: Spring 2017: 3rd Grade – 60%, (39%) 4th Grade – 79%, (56%) 5th Grade – 86.7%, (84%)

Year 2 Target: Spring 2018: 3rd Grade - 42% (39%) 4th Grade - 60% (50%) 5th Grade - 87% (32%)

Year 3 Target: Spring 2019: 3rd Grade - 42% (38%) 4th Grade - 53% (64%) 5th Grade - 35% (48%)

Goal - Spring 2021 - 3rd Grade - 45%, 4th Grade- 50%, 5th Grade- 65%

Interventions:

- Success Time – 30 minutes daily tutorial interventions meeting students where they are.
- Sixty minutes of Everyday Math program including the home links, math games, math messages, and exit slips.
- An additional 30 minutes of RTI Tier 2 intervention and acceleration
- Instructional calendar based on the 8-Step Process
- Strategies from Marzano’s [A handbook for Classroom Instruction that Works](#)
- Flexible small group instruction
- IXL

Research/Best Practice for Intervention:

- Everyday Math program and materials
- Success Time using the 8-Step Process
- [Closing the Achievement Gap: No Excuses](#) by Patricia Davenport and Gerald Anderson, Ed.D
- [A Handbook for Classroom Instruction That Works](#) by Robert J. Marzano

Strategies for Implementation

Strategies for Implementation	Person(s) Responsible	Start	End	Resources
1. Students will have 60 minutes of uninterrupted Everyday Math daily	Teachers, Administrator	Aug. 2020	June 2021	Teachers, Everyday Math materials, Instructional Calendar
2. Students will receive an additional 30 minutes of Everyday Math for RtI Tier 2 and acceleration	Teachers, Administrator	Aug. 2020	June 2021	Teachers, Everyday Math materials, Instructional Calendar
3. Instructional calendar will be revised and developed through the 8-Step Process which will align with the CCR Standards	Teachers, Administrator	Aug. 2020	June 2021	Teachers, Everyday Math materials, Instructional Calendar
4. Students will practice multistep problem solving and computation problems using Everyday Math materials	Teachers, Administrator	Aug. 2020	June 2021	Teachers, Everyday Math materials, Instructional Calendar
5. Create Math vocabulary lists by grade using a compare and contrast between Everyday Math and ISTEP+ for grades 2-3	Teachers, Administrator	Aug. 2020	June 2021	Teachers, Everyday Math materials, Instructional Calendar

Staff Development:

Indiana Math Initiative workshops, district professional development, and ER & D. Grade level and Learning Log meetings will be held to investigate and research activities to help students with math facts, multi-step problems and to develop consistent math vocabulary with standardized testing and across all grade levels. Continue with the 8-Step Process to identify different level groups after a few weeks so teachers can best help the students increase achievement.

Evaluation:

Data from ISTEP+, Wireless Generation, 8-Step assessments, and SRI reports – [NWEA](#) and [mCLASS](#) testing.

Professional Development Program

Goal :

All teachers are trained in the best practices shown by research to improve skills in problem solving and computation which include multi-step problems and explaining answers. They are also trained to engage students in active learning mathematics.

Strategy #1:

Teachers will review grade level, classroom, and individual student assessments using 8-Step assessments, ISTEP+, NWEA, Wireless Generation, and Everyday Math.

Action Plan:

Administrator and Literacy/Data Coach will provide professional development sessions to review and disaggregate 8-Step assessments, ISTEP+, and Wireless Generation using the data warehouse *Pivot*. These data analysis sessions will take place during faculty, learning log, and grade level meetings.

Persons Responsible: Building administrator, Data/Literacy Coach, and Teachers

Timeline for Completion: Aug. 2020 – on-going.

Strategy #2:

Teachers will incorporate Daily 5 into their 90 minute reading block.

Action Plan:

Using district wide training in Daily 5, teachers will utilize to drive their instruction in their classroom.

Persons Responsible: Teachers and Building Administrator

Timeline for Completion: June 2021

Strategy #3:

Hawkins Elementary's Literacy/Data Coach will video engaging lessons to share with teachers during grade level and learning log meeting.

Action Plan:

By sharing the videos with other teachers at different grade levels, teachers will see different ways to engage students in active learning and be able to collaborate with one-another of what was successful in engaging learning in classrooms.

Persons Responsible: Literacy/Data Coach, Teachers, and Administrator

Timeline for Completion: June 2021

Evaluation of Goal:

Staff/PD, grade level, and learning log meetings will be attended by 98% of the teachers. Student performance data will be analyzed. Teachers will feel comfortable in using the new data warehouse *Pivot*. Daily 5 will be implemented in all classrooms.

The school/LEA creates a plan based on the results of the comprehensive needs assessment which includes the following components:

2. Describe schoolwide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will do the following:
 - 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; and
 - 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
 - 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, 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.);

Response:

Hawkins Elementary has adopted the state recommended time allotment for all grade levels. All classrooms schedule blocks of time for Language Arts and Math. Also, at Hawkins Elementary we use assessments to guide our instruction based on Indiana Standards. We use a tier system of intervention to help address student needs.

- Tier 1- Classroom Instruction: This is meant to address the complete needs of around 80% of the students in every classroom. Techniques used include but are not limited to whole group, small group, and peer group instruction on grade level and on students' ability level.
- Tier 2-Ability Level Intervention: This is meant to address the need of around 20% of the students in every classroom. Techniques used include but are not limited to daily small group instruction by the classroom teacher, discussion of interventions with title teacher or special needs teacher, daily Title 1 remediation, Edmentum programs 2-3 times per week, progress monitoring with Edmentum and DIBELS.
- Tier 3-Intensive Intervention: This intervention is meant to address the needs of around 5-8% of the school population who are not making adequate progress on Tier 2. Strategies would include all of those implemented in Tier 2 with the addition of documentation of all interventions and increase progress monitoring to determine if an evaluation is necessary. During this time, the General Education Intervention Team should be meeting and begin discussion about whether or not to evaluate the student.

3. Provide instruction by effective, properly-licensed teachers.

Staff Name	Assigned Class/Subject	Licensure/Certification
Dwayne Marshall	Kindergarten Teacher	Bachelor's Degree Earned; valid Indiana Elementary License
Mitchel Fortune	1 st Grade Teacher	Bachelor's Degree Earned; valid Indiana License
Meg Richert	2 nd Grade Teacher	Bachelor's Degree Earned; valid Indiana License
Graham Collins	3 rd Grade Teacher	Bachelor's Degree Earned; valid Indiana License



Tracie Mansfield	4 th Grade Teacher	Bachelor’s Degree Earned; valid Indiana License
Shaun Pennington	5 th Grade Teacher	Bachelor’s Degree Earned; valid Indiana License
Frank Chiki	Music Teacher	Bachelor’s Degree Earned; valid Indiana License
Lacey Bohlen	Art Teacher	Master’s Degree Earned; valid Indiana License
Andrew Mazur	Special Education Teacher	Master’s Degree Earned; valid Indiana License
Laura Blaydes	Physical Education Teacher	Bachelor’s Degree Earned; valid Indiana License
Adisalem Coulibaly	Speech Teacher	Master’s Degree Earned; valid Indiana License
Gina Romano	Band Teacher	Bachelor’s Degree Earned; valid Indiana License
Nicole Leach	Title Teacher	Bachelor’s Degree Earned; valid Indiana License
Adam Pitt	Paraprofessional	Passed the ParaPro Exam
Georgina Schneider	Paraprofessional	Passed the ParaPro Exam

4. Describe plans to provide high-quality, ongoing professional development for teachers, paraprofessionals, and other school personnel.

Response: Hawkins Elementary School staff take advantage of several professional development opportunities to improve and be continuously updated. During the summer of 2019, the staff had the opportunity to attend workshops on our new reading series, Exact Path or Edmentum training and a workshop on SEL. In addition, the staff regularly meets for staff meetings to learn about instructional methods that are effective. Staff has the opportunity to attend workshops on various topics at the SIEC. See below for a list of PD that has taken/will take place:

PD Title	Staff Involved	Date Ranges	Resources
Staff Meetings (8-Step Process)	All	August 2019-May 2020	DCS, ILEARN, Title
Daily 5	All	June 2019	Coaches
McGraw Hill-Everyday Math	Certified	June 2019	Speaker, new textbooks
SEL	Certified	July 2019	Speaker
Edmentum	Certified	July 2019	Webinar
Trauma in the Brain	All	September 2019	SIEC
Brain Boosters	All/Students	October 2019	Upgrade Grant

5. Describe strategies to recruit and retain effective, properly-licensed teachers, particularly in high-need subjects. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

Response: Williamson School Corporation strives to obtain highly qualified teachers for all available positions. One of the difficulties of recruitment was due to the fact that the salary was not competitive against other local corporations in our area. The school board has made it a priority to increase salaries to be more competitive with other corporations. In addition, the corporation is also looking at the benefits package to make it comparable to other corporations. We try to retain our staff at Hawkins Elementary School by cultivating collaboration, empowering teachers to succeed by providing support, and creating a positive work environment.

6. Describe strategies to increase parental involvement.

Response: Hawkins Elementary School informs parents of ILEARN reports early in the 2019-2020 school year. In addition, every 9 weeks students receive report cards which are sent home. If the need presents itself, the teacher will schedule conferences with parents to discuss progress and share joys or concerns. Classroom teachers and Title I teachers maintain progress monitoring for each student. The data helps the teacher to develop instructional strategies to best meet student needs. Classroom teachers routinely invite parents and community members to be guest speakers and readers in the classroom. Ongoing efforts to increase parental involvement include book fairs, grandparent's day, lunch with your child, and literacy nights. Parents participate in activities and information meetings concerning Title I. Parents are kept up to date through a folder system, emails, and school

communications. Parents participate in the decision making body of the school by serving on a variety of committees and assisting with many school activities. These committees and activities include serving on the school improvement committee, the PTO board, activity committee, or serve as a room mother/father. Activities that parents participate in include walk-a-thon, spring carnival, pumpkin pick-up, book fairs, guest speakers, or attending one of our many programs. The PTO and the principal work together throughout the school year to review effective practices to promote parental involvement.

7. Describe plans for assisting preschool children in the transition from early childhood education programs, such as Head Start, to local elementary school programs.

Response: Hawkins Elementary School helps preschool children transition to kindergarten by offering Kindergarten Round-Up in March to determine whether or not the student is prepared to enter kindergarten. Students who take the readiness test and fall below the established cut score are recommended to attend a summer remediation course. In addition, the administrator sent out welcome letters to all of the new incoming kindergarten students. The Kindergarten Readiness resources from the Indiana Department of Education was included in the personal letter for the parents to review and encouraged to work on developing the inadequate skills over the summer. If preschool students are transitioning from one of our head start programs in the corporation building, we request information from this program or any other preschool program that would have information available. We also administer benchmark tests shortly after school starts to recognize students who need interventions for essential skills such as letter name/sounds, number identification, oral counting and shape discrimination. Intervention begins shortly after the need has been identified and continues until the child masters the skills.

8. Describe opportunities and expectations to include teachers in decision making regarding the use of data from academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response: Teachers are actively engaged in making decisions at Hawkins Elementary School in regards to students, procedures, positive behavior support, schoolwide planning, and safety issues. Teacher meetings and surveys assist in getting input from teachers on a range of issues. Teachers are represented on the school improvement team. They participate in reviewing data and school goals. Progress benchmark monitoring, NWEA, SRI, ILEARN, and other assessments help teachers in forming small reading groups, math groups for both remediation and enrichment. RtI meetings determine what extra academic or behavior strategies are needed to be used for Tier 2 and Tier 3 students.

9. Describe activities and programs to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

Response: Hawkins Elementary has Title I reading interventionists to support students. Students who are at the highest need are determined by collected data from DIBELS, Edmentum, teacher assessments, and teacher input. From this data, students are put in small groups to address each child's abilities and needs. Fountas and Pinnell LLI is used as an intervention to assist students who are experiencing difficulty. Small group intervention on letter recalling, sight words, or essential skill review helps students become proficient and build confidence. In addition, students have individual learning pathways based on student levels in Edmentum to help improve student skills in areas of reading, language arts, and math.

10. Describe the coordination and integration with other Federal, State, and local services, resources, and programs.

Response: Hawkins Elementary School benefits from federal, state, and local funding. Hawkins Elementary is a Title I school and has trained professionals who are paid through Title I, Part A funds. A literacy/data coach, two reading specialists, and a social worker combine their efforts to support student success. The school social worker provides parents/guardians printed educational information; helps coordinate the literacy nights, and provides money for food and book incentives. Title II, Part A funds are used to fund the professional development needs of the building that are delivered by the literacy/data coach. Hawkins Elementary school partners with a local program to provide a school-wide violence prevention program to all of our students.

The district treasurer allocates State funds per building for expenses such as texts, guest teachers, staff development, etc. Locally, Hawkins Elementary School receives a yearly budget amount. This money supports daily expenditures, including building and classroom supplies, printing, repairs, etc. The building level treasurer monitors these funds.

11. If operating a blended schoolwide program, identify which federal grants will be blended and describe how the schoolwide program as a whole addresses the intent and purposes of each of the Federal education programs whose funds were blended to support it. (Funds available for blending: Title I, II, III, IV, Rural and Low Income Schools, and Immigrant Influx)

Response:

Hawkins Elementary blends Title II, III, and IV.

****For each of these grants, the school would address how it meets the intent and purposes of each program below by providing specific examples.***

Title II

The intent and purposes of this program are to increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.

A schoolwide program may demonstrate that it meets the intent and purposes of this program if the school's comprehensive plan contains activities and strategies that promote increased student achievement such as helping teachers and the principal or principals become more highly qualified through high-quality professional development; increasing the number of highly qualified teachers in the school through recruitment initiatives; and implementing initiatives designed to promote the retention of highly qualified teachers, such as teacher mentoring and support or other incentives.

Title III

The intent and purposes of this program are to help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

A schoolwide program may demonstrate that it meets these intents and purposes if it incorporates strategies that provide high-quality instruction for students with limited English proficiency in English in the core academic subjects that are designed to assist these students in attaining the

same high academic content and achievement standards that all children are expected to meet. In addition, to meet the intents and purposes of this program, a schoolwide school must support the participation of the parents of limited English proficient students in English language instruction programs through the parent involvement component of the schoolwide program.

Title IV

The intent and purposes of this program are to: (A) Support a well-rounded education by incorporating advanced classes, fine arts, foreign languages, STEAM, and other innovative programming, (B) Create safe and healthy schools through the utilization of social-emotional learning and healthy lifestyle habits, and (C) Effectively utilize technology through properly preparing staff as well as provide high-quality digital learning experiences for underserved students.

A schoolwide program may demonstrate that it meets these intents and purposes if its well-rounded education focuses on broadening students educational experiences through activities such as college and career readiness, STEM/STEAM, expanding fine arts, advanced courses such as AP, IB and dual enrollment, before and after school learning, service learning, and foreign language programs. In addition, safe and healthy schools are created through some of the following activities: healthy lifestyle practices, mental health support and awareness, school-based health services, counseling, trauma support, wrap around services, social-emotional learning, PBIS, reduction in exclusionary discipline, and training to support these programs. Lastly, the schoolwide program should support providing high-quality digital learning experiences for under-served students, and preparing staff to utilize technology. This can be through professional development, extended learning opportunities, tech training, purchasing technology, and tech integration.