Crosswalk: SWP Requirements of Section 1114 & SIP

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|  | **Schoolwide Plan Requirement** | **School Improvement Plan Component** |
| Development Requirements of the SWP | 1114(b)(1) is **developed during a 1-year period**, unless—(A) the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or(B) the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section; |  |
| 1114(b)(2) 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; | Rule 6A-1.099811(2)(x): The SIP is developed by school leadership, district, and SAC. |
| 1114(b)(3) **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 student needs to ensure that all students are provided opportunities to meet the challenging State academic standards; |  |
| 1114(b)(4) **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; and |  |
| 1114(b)(5) 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); |  |
| 1114(b)(6) **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  | Part II: Needs Assessment/Analysis |
|  | **Schoolwide Plan Requirement** | **School Improvement Plan Component** |
| Required Components of the SWP | 1114(b)(7) includes a description of—(A) 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; | Part II: Needs Assessment, Subgroup DataPart III: Planning for Improvement, Areas of Focus |
| (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  | Part III: Planning for Improvement, Areas of Focus |
| (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, through activities which **may** include—(I) counseling, school-based mental healthprograms, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;(II) preparation for and awareness of opportunitiesfor postsecondary education and the workforce,which may include career and technical educationprograms and broadening secondary schoolstudents’ 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);(III) implementation of a schoolwide tiered model to prevent and address problem behavior,and early intervening services, coordinated withsimilar activities and services carried out underthe Individuals with Disabilities Education Act(20 U.S.C. 1400 et seq.);(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and(V) strategies for assisting preschool childrenin the transition from early childhood education programs to local elementary school programs; and | Part I: Early Warning SystemsPart II: Needs Assessment, Subgroup DataPart III: Planning for Improvement, Areas of Focus |
| (B) if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program. | N/A, no Florida LEAs are consolidating federal programs. |