

PRINCIPAL ASSURANCES: SCHOOLWIDE PROGRAM SCHOOLS 2025-2026

All activities in schoolwide programs should reflect the statutory requirement that schools address the needs of low-achieving students and those at risk of not meeting the state academic achievement standards as determined by the comprehensive needs assessment of the school. Additionally, each school must address the 10 required Title I schoolwide components in accordance with SEC 1008 of ESSA:

(b) COMPONENTS OF A SCHOOLWIDE PROGRAM

(1) IN GENERAL-A schoolwide program shall include the following components:

(A) A comprehensive needs assessment of the entire school that also addresses the needs of migratory children as defined in section 1301(2) predicated upon information that addresses the achievement of children in relation to both State academic content standards and student academic achievement standards described in sections 1005 (b)(1).

(B) School Reform Strategies that:

(i) provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement described in section 1005 (b)(1)(D)

(ii) use effective methods and instructional strategies established from scientifically based research that:

(I) strengthen the core academic program of the school

(II) increase the amount and quality of learning time (examples include an extended school year, before and/or after school programs, and summer programs which help provide an enriched and accelerated curriculum)

(III) include strategies for meeting the educational needs of underserved populations

(iii) include strategies to address the needs of all students specifically addressing the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards with a focus on members of the targeted population of programs within the schoolwide program that may include:

(I) counseling, pupil services, and mentoring services

(II) college and career awareness and preparation strategies such as: providing college and career guidance, personal finance education, employing innovative teaching methods, applied learning and team-teaching strategies, and the integration of vocational and technical education programs

(iv) address how the school will determine if such needs have been met

(v) are consistent with, and are designed to implement the State and local improvement plans if applicable

(C) Instruction by highly qualified teachers

(D) In accordance with section 1013 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students in the school to meet the State’s student academic achievement standards

(E) Strategies to attract high-quality qualified teachers to high-need schools

(F) Strategies to increase parent and family engagement in accordance with section 1010, such as family literacy services

(G) Plans for assisting preschool children in transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool programs to local elementary school programs.

(H) Measures to include teachers in decisions regarding the use of academic assessments described in section 1005(b)(3) in order to provide information and to improve the achievement of individual students and the overall instructional program

(I) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1005(b)(1) shall be provided with effective and timely additional assistance which shall include measures to ensure that students’ difficulties are identified in a timely manner and sufficient information is provided to offer effective assistance.

(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

An assurance is hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will assist each participating school in addressing the required ten (10) components of the schoolwide model in accordance with Section 1008 of the Every Student Succeeds Act (ESSA)

Paula Cook

Principal Name (print)

Principal Signature

Date