



FY25 Schoolwide Program Plan (Pilot)

For use by the Local Education Agency (LEA) Authorized Representatives and Principals.

Per Federal Guidance, the SEA is required to describe how programmatic requirements are met. Therefore, the SEA has implemented a pilot program for FY25 which will provide sufficient data to develop information that can demonstrate the federal mandate.

Instructions: Please complete this form for each school site that runs a schoolwide program. Since this is a pilot program, do not complete more than 5 plans regardless of the number of school sites.

For Example:

- LEAs with 6 or more schools may upload a sample of 5 documents representing 5 school plans.
- LEAs with 5 or less, please upload a document for each school site.

The chart below is to be used by district and school level staff to ensure that all required components are included in a Schoolwide Plan. All components of the Schoolwide Plan must be addressed. Those areas marked "Not Met" need additional development.

School: Maricopa Institute of Technology (MIT)

LEA: Estrella Education Foundation

Met	Not Met	1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)
X		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 Response: Maricopa Institute of Technology serves 446 students each year in grades 9 th – 12 th . The school site, starting in the late fall semester initiates a comprehensive planning process consisting of a gap analysis of student achievement in reading, writing, mathematics and science for the state assessments including AASA, ACT Aspire, ACT and AzSciecn; a school improvement survey that measures areas of strength, growth, improvement, and need; a professional development needs assessment that determines interest and need for job-embedded training; and a parental involvement survey that garners feedback and input on overall school performance from the parent community. The site leader, under district level guidance, shares and uses the results of the Comprehensive Needs Assessment and other assessment and evaluation tools to determine areas of growth and improvement and set goals, strategies, and action steps for each academic year.		
Met	Not Met	2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)
X		Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:
X		a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards;
LEA Response for Section 2(a): Maricopa Institute of Technology offers a schoolwide Title I program that is designed to meet school needs related to helping all students meet challenging academic standards. The schoolwide program strategies include direct student instruction and intervention as well as multiple professional development opportunities for all instructional staff.		
X		b). use methods and instructional strategies that strengthen an academic program in the school, will 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;

FY25 Schoolwide Program Plan (Pilot)

<p>LEA Response for Section 2(b): Maricopa Institute of Technology's instructional staff uses a variety of instructional strategies in core content areas. Instructional staff are supported by a school principal and an EL Coordinator at the site level. Contracted substitute teachers provide classroom coverage to teachers while in PD or in mentoring. Mentor teachers and external consultants are available to provide individualized coaching and support to help strengthen the school's academic program. Students are provided a variety of well-rounded educational opportunities that support their academic learning and success.</p>		
X		<p>c). 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 -</p>
X		<p>i). counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas;</p>
X		<p>ii). 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;</p>
X		<p>iii). 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.);</p>
X		<p>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;</p>
X		<p>v). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>
<p>LEA Response for Section 2(c): To address the needs of all children in their schools, MIT school level and district level leaders develop a fiscal and academic calendar that supports professional learning opportunities, Tiered student intervention support that address student learning needs, and school leaders ensure teachers have grade level collaboration time. Transition activities are provided for students and families as they maneuver college and career readiness. A Student Support Services Coordinator at the school site helps to review student transcripts and their four-year plans. Community partners like ASU's American Dream Academy and Grand Canyon University also support student preparation for and awareness of postsecondary education and the workforce.</p>		

FY25 Schoolwide Program Plan (Pilot)

Met	Not Met	3. Evaluation of the Schoolwide Plan—34 CFR § 200.26
X		a). Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.
LEA Response for 3(a): During regularly scheduled planning sessions (weekly, monthly, and quarterly), MIT measures the effectiveness of schoolwide goals and monitor the progress of strategies and action steps using formative and summative assessment (e.g., State annual assessment) and evaluation tools.		
X		b). Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.
LEA Response for 3(b): Each year, MIT school leaders use the results of their needs assessment including student achievement results to determine the effectiveness of their schoolwide program. The program plan is regularly monitored and then adjusted throughout the year and revised based on stakeholder input and student needs.		
X		c). Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.
LEA Response for 3(c): Based primarily on student data results and teacher/staff input, if the schoolwide program plan needs to be revised, the schoolwide planning team adjusts features such as professional development, supplemental materials and supplies as needed to ensure continuous academic improvement for all students.		
Met	Not Met	4. ESSA Requirements to Include in the Schoolwide Plan- Section 1116 (b)(1)
X		Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). 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. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
LEA Response regarding distribution of plan, accessibility, and updates: MIT's parents, students, family members, and the community are engaged in developing the schoolwide plan and providing a formative review and consent process, each spring, before formal adoption. Meetings for the formal adoption of the CNA and IAP are held each spring in preparation of the next academic year.		
Met	Not Met	5. Schoolwide Plan Development– Section 1114(2)(B) (i-iv)
X		a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of 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 the section;
X		b) 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 part 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. (As evidenced by the stakeholder team in the Planning Section of GME)
X		c). 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.

