

# District Planning - Prepare and Reflect to Plan

## Prompt Guidance

### Overview

The district planning tool in ePlan has been designed to meet the planning needs of local educational agencies (LEAs) and help LEAs demonstrate compliance with several requirements under the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA). The *Prepare and Reflect to Plan* section of the tool was designed to help LEAs demonstrate how federal requirements around stakeholder involvement and program-specific needs assessments are met. ESEA funding is tied closely to these sections, and LEAs are expected to further describe the connection between the LEA plan and funding within the Consolidated Funding Application (CFA).

The prompts in the *Prepare and Reflect to Plan* sections contain important information to be considered *before* the LEA plan is crafted to ensure that the needs of all students, educators, special populations, and families are considered and represented throughout the plan. Ensuring the appropriate LEA staff and stakeholders are involved in completing the LEA plan is imperative. Collaboration amongst those with insights into the strengths, challenges, and needs of the covered areas will allow LEAs to develop meaningful and robust responses, resulting in a stronger and more comprehensive plan.

### Changes for FY27

For FY27, LEAs will only complete five prompts in the *Prepare and Reflect to Plan* section of the district planning tool in ePlan. Prompts that were previously included in the LEA plan have been moved to other tools, such as the CFA and the Tennessee English Language LEA Self-Assessment (TELLSA).

### Prepare and Reflect to Plan Tips

ESSA § 1112(a)(1)(A) requires any LEA who receives Title I, Part A funds to develop a plan that is developed with timely and meaningful consultation with: teachers; principals; other school leaders; paraprofessionals; specialized instructional support personnel; charter school leaders (in an LEA that has charter schools); administrators (including administrators of other ESSA programs); other appropriate school personnel; and parents of children in schools served Title I. The *Prepare and Reflect to Plan* section allows an LEA to document members of its planning team and provide a description of the planning process. In the creation of a robust and compliant plan, an LEA must ensure all required stakeholders are involved in the planning process.

In addition to the stakeholder involvement requirements just described, Title IV, Part A also has planning requirements, with a focus on well-rounded educational opportunities, safe and healthy students, and the effective use of technology. The *Prepare and Reflect to Plan* section allows LEAs to evaluate practices in these areas and incorporate insights gleaned from this evaluation into the needs, goals, and strategies of the overall plan. Responses in this section should be thoughtful and thorough, ensuring all parts of the prompts have been addressed in full.

## Prepare and Reflect to Plan Prompts

### Identify Team

Identify all planning team members, including team members' titles. Under ESSA Title I, Part A § 1112(a)(1)(A), the district plan must be developed in consultation with the following stakeholders (at a minimum):

- teachers;
- principals;
- other school leaders;
- administrators (including administrators of other ESSA programs and special education programs);
- paraprofessionals;
- other appropriate school personnel;
- charter school leaders (in districts that have charter schools); and
- parents of students.

### Stakeholder Involvement

Describe how the district actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the district plan throughout the three-year planning window in accordance with ESSA Title I, Part A § 1112(a)(5). Provide a timeline to show that stakeholder involvement in the planning process is ongoing throughout the three-year process and not a one-time event/process.

### Well-Rounded Education

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a district will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high-quality materials.

As required under ESSA Title IV, Part A § 4106(d)(1)(A), describe the district's vision of a well-rounded education and how it will ensure all students have access to those courses, activities, and programs. Districts that spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

1. A detailed description of the district's vision for a well-rounded education and how that might evolve over the next three years.
2. A description of the courses and opportunities (e.g., enrichment, foreign language, health and wellbeing, early post-secondary) that go beyond core subjects by grade band that support the district's vision.
3. Actions the district will take to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the district's vision.
4. Specific local, state, and federal funding sources (including Title IV, Part A program funds) that support the district's efforts.

Safe, Supportive, and Healthy Environments

As required under ESSA Title IV, Part A § 4106(d)(1)(B), describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments in all schools and how the district will meet those needs. Districts that spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

1. A detailed description of the district's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the district will implement to meet those needs over the next three years.
2. Specific local, state, and federal funding sources (including Title IV, Part A) that the district will utilize to provide safe, supportive, and healthy environments in schools.

Integration and Effective Use of Technology in the Classroom

As required under ESSA Title IV, Part A § 4106(d)(1)(C), describe the level of access that students have to technology as part of the instructional program and how the district ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the district taking to address these challenges? Districts that spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

1. A detailed description of the level of access students have to technology across all grade bands and how the LEA intends to improve access over the next three years.
2. A detailed description of how the district ensures technology is being utilized effectively by students and educators.
3. A detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges.
4. Specific local, state, and federal funding sources (including Title IV, Part A) that support the integration and effective use of technology.

**Prepare and Reflect to Plan Prompt Contacts**

For questions or assistance on the *Prepare and Reflect to Plan* section, please contact:

Prompt Name	Contact(s)
Prepare to Plan Prompts	<a href="#">ESEA Divisional Coordinator</a>
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