

District School Wide Plan
SY _____

FP 100-700-2

This serves as a guide to schools as they develop or revise their school wide plans. However, if schools have existing documents to satisfy the schoolwide planning requirement that incorporates most of the statutory Eight Components, that plan can be used in conjunction with other documents to satisfy the schoolwide plan requirements.

- Reference where each component can be found in the Schoolwide Plan or other existing documents.
- Review the **Title I** School Wide Plans to ensure that all requirements listed below have been met.
- Maintain a copy at the school and district office.

Date	
District/School	
Grade Configuration	
Principal	

<p>School Wide Program Planning & Review Team (Required)</p> <p>This team is responsible for planning, developing, revising, and evaluating the school wide plan. The team does not need to be named "Schoolwide Team" but may be a part of an existing leadership or building team. Representation should include building administration, teaching staff, students if the plan relates to a high school, members of the community who will be served in the plan, if relevant and parents.</p>	<p>List members' names and titles. This committee <u>must</u> include parent representation for this specific building.</p> <table border="1"> <thead> <tr> <th align="center">Name</th> <th align="center">Title</th> </tr> </thead> <tbody> <tr> <td>Example: Pat Edwards</td> <td>Third Grade Teacher</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Name	Title	Example: Pat Edwards	Third Grade Teacher														
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<p>Dates this team will meet during SY _____</p>																			

<p>1.4. Student Support Services Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Believe to Achieve: Educational Priorities.</p>	
<p>Narrative:</p>	
<p>Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse):</p>	
<p>Budget Decisions/Coordination: Coordination of Resources:</p>	
<p>Evaluation:</p> <ol style="list-style-type: none"> 1. What are the research protocols for evaluation? How will you evaluate the effectiveness of the strategies being implemented? 	

<p>1.5. Student Opportunities Provide a description of schoolwide improvement strategies that the school is implementing for students in 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 access) and address applicable Believe to Achieve: Educational Priorities.</p>	
<p>Narrative:</p>	
<p>Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse):</p>	
<p>Budget Decisions/Coordination: Coordination of Resources:</p>	
<p>Evaluation:</p> <ol style="list-style-type: none"> 1. What are the research protocols for evaluation? How will you evaluate the effectiveness of the strategies being implemented? 	

<p>1.6. Multi-Tiered Systems of Support (MTSS) for Behavior Describe the school’s implementation of a multi-tiered system of support to prevent and address problem behavior as noted in Believe to Achieve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.</p>	
<p>Narrative:</p>	
<p>Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse):</p>	
<p>Budget Decisions/Coordination: Coordination of Resources:</p>	
<p>Evaluation: What are the research protocols for evaluation? How will you evaluate the effectiveness of the strategies being implemented?</p>	

<p>1.7. Professional Development</p> <p>1. Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.</p>	
<p>Narrative:</p> <p>1. How does this professional development support the targeted Believe to Achieve: Educational Priorities?</p> <p>2. How is data from assessments being used?</p> <p>3. How does the school recruit and retain effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs?</p>	
<p>Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse):</p>	
<p>Budget Decisions/Coordination: Coordination of Resources:</p>	
<p>Evaluation: What are the research protocols for evaluation? How will you evaluate the effectiveness of the strategies being implemented?</p>	

<p>1.8. Student Transition Describe the strategies for assisting students in the transition from <i>preschool to kindergarten, elementary to middle school, and/or middle to high school.</i></p>	
<p>Narrative:</p>	
<p>Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse):</p>	
<p>Budget Decisions/Coordination: Coordination of Resources:</p>	
<p>Evaluation:</p> <ol style="list-style-type: none"> 1. What are the research protocols for evaluation? How will you evaluate the effectiveness of the strategies being implemented? 	

SCHOOLWIDE PLAN ASSURANCES

The school assures:

- The plan referenced in the Schoolwide Plan template was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school's participation in Title I, except that the school will regularly monitor and revise the plan as necessary to ensure that all students are provided opportunities to meet Louisiana's challenging academic standards.
- The plan is available to the LEA, parents, and the public, is in an understandable and uniform format and, to the extent practicable, is provided in a language that parents/guardians can understand.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.