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	

		e must include parent representation for this specific
School Wide	building.	
Program Planning	Name	Title
& Review Team	Example: Pat Edwards	Third Grade Teacher
(Required)		
(nequireu)		
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.		
Dates this team will meet during SY		

Components of a School Wide Plan: 1.1. Family and Stakeholder Engagement	Found on SWP Page(s)/ or Reference Document
Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.	
Response: 1. Who are your diverse groups? (Subgroups: ELL, Students with Disabilities, etc.)	
2. What training is offered or provided to prepare parents and/or community to adequately offer input regarding the development of the school wide plan, through activities such as analyzing data, or examining curriculum and assessments?	
3. What are examples of changes made to the school wide plan based on the input from families/parents using your 1-year Action Plan? (1.6 reference)	

1.2. Comprehensive Needs Assessment	
To ensure the schoolwide plan best serves the needs of all students, especially high need students	
who are failing, or are at-risk of failing, the school must conduct a comprehensive needs	
assessment. The results of data analysis must guide strategies to improve academic performance	
and close achievement gaps.	
Summarize the results and conclusions from the comprehensive needs assessment, including the	
school-level results for applicable data points listed under critical goals in	
Believe to Achieve: Educational Priorities, e.g., percentage of students on or above grade level in	
literacy by subgroup.	
Response:	
1. Describe your comprehensive needs assessment.	
2. Summarize the school-level results of applicable data points listed under the Critical	
Goals in Believe to Achieve: Educational Priorities, e.g., percentage of student on or	
above grade level in literacy by subgroup.	
above grade level in ineracy by subgroup.	
3. Explain how your data analysis guides your choice of strategies to improve academic	
performance and close achievement gaps? (Have you identified especially high need	
students who are failing, or are at-risk of failing?)	
Based on the results of the needs assessment, list the school's priorities.	
Response:	

1.3. Strategies for Improvement Provide a description of schoolwide strategies that the school is implementing to: 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 4) include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all four strategies and identify the <u>Believe to Achieve: Educational Priorities</u> the school will target in the narrative.	
Narrative:	
1. How will the method and/or instructional strategy strengthen the academic program?	
2. How will the method and/or instructional strategy increase the amount and quality of instructional time?	
3. How will the method and/or instructional strategy enrich and accelerate curriculum; this could include well-rounded education?	
4. How will the method and/or instructional strategy provide interventions and strategies to increase student achievement in underperforming sub-groups?	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse)	
Budget Decisions/Coordination: e.g., 1 FTE - TAP Master Teacher Coordination of Resources:	
 Evaluation: (research protocols for eval.) 1. What are the research protocols for evaluation? How will you evaluate the effectiveness of the strategies being implemented? 	

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.	
Narrative:	
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES	
Practice Guide/What Works Clearinghouse):	
Tachee Guide/ what works Creatinghouse).	
Budget Decisions/Coordination: Coordination of Resources:	
Budget Decisions/Coordination: Coordination of Resources:	
Evaluation:	
1. What are the research protocols for evaluation? How will you evaluate the effectiveness of	
the strategies being implemented?	
the strategies being implemented:	

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.	
Narrative:	
Nallative.	
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES	
Practice Guide/What Works Clearinghouse):	
Budget Decisions/Coordination: Coordination of Resources:	
Budget Decisions Coordination. Coordination of Resources.	
Evaluation:	
1. What are the research protocols for evaluation? How will you evaluate the effectiveness of	
the strategies being implemented?	
the strategies being implemented?	

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 <u>Believe to Achieve: Educational Priorities</u> , including	
coordinated early intervening services (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.	
Narrative:	
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse):	
Budget Decisions/Coordination: Coordination of Resources:	
Evaluation:	
What are the research protocols for evaluation? How will you evaluate the effectiveness of the strategies being implemented?	

 Professional Development Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support <u>Believe to Achieve: Educational</u> <u>Priorities</u> 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. 	
 Narrative: 1. How does this professional development support the targeted Believe to Achieve: Educational Priorities? 	
2. How is data from assessments being used?	
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?	
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse):	
Budget Decisions/Coordination: Coordination of Resources:	
Evaluation: What are the research protocols for evaluation? How will you evaluate the evaluate the effectiveness of the strategies being implemented?	

1.8. Student Transition	
Describe the strategies for assisting students in the transition from <i>preschool to kindergarten</i> ,	
desense me statiegtes for assisting statements in the failed in the <u>presense to kindergarten</u> .	
elementary to middle school, and/or middle to high school.	
Narrative:	
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES	
Practice Guide/What Works Clearinghouse):	
Pudget Desigions/Coordination, Coordination of Descurress	
Dudget Decisions/Coordination. Coordination of Resources.	
Budget Decisions/Coordination: Coordination of Resources:	
Budget Decisions/Coordination. Coordination of Resources.	
Budget Decisions Coordination. Coordination of Resources.	
Budget Decisions Coordination. Coordination of Resources.	
Budget Decisions Coordination. Coordination of Resources.	
Budget Decisions Coordination of Resources.	
Budget Decisions Coordination of Resources.	
Evaluation:	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation:	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	
Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness	

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.