



Schoolwide Plan Requirements

A school operating a schoolwide program shall develop and submit a Schoolwide Program Plan which is a comprehensive plan that:

1. is developed during a one year period unless the LEA determines, in consultation with the school that less time is needed to complete all components of the schoolwide program;
2. is developed with the involvement of **parents, school personnel** and **other members of the community**;
3. remains in effect for as long as the school participates in Title I.A, being **annually reviewed and revisions made as necessary**;
4. is available to the LEA, parents and the public in an understandable and uniform format and to the extent practicable in a language the parents can understand;
5. if appropriate and applicable, is developed in coordination and integration with other federal, state, and local services, resources, and programs;
6. is **based on a comprehensive needs assessment of the entire school** that takes into account information about the performance of children in relation to the Missouri Learning Standards. Purchases **MUST** be addressed in the needs assessment and schoolwide plan. Technology purchases and the addition of non-instructional staff must meet additional criteria.
7. includes a description of schoolwide reform strategies that:
 - a. provide opportunities for all children to meet the Missouri Learning Standards;;
 - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time (i.e. extended school year, before- or after-school, summer, preschool), and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
 - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the MLS through activities that may include;
 - 1) counseling, school-based mental health programs, specialized instructional support, services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - 2) 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 AP, IB, dual or concurrent enrollment, or early college high schools);

- 3) implementation of a schoolwide tiered model to prevent/address problem behavior, and early intervening services, coordinated with similar activities and services, carried out under IDEA;
- 4) 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; and,
- 5) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and,
- 6) includes a description of, if programs are consolidated, the specific state and local programs and other federal programs that will be consolidated in the schoolwide program.

