

Schoolwide Plan Checklist

Development and Implementation	
The schoolwide plan must be	✓
Developed during a one-year period unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program.	
Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan.	
Remain in effect while participating in Title I, Part A, and the plan and its implementation shall be regularly monitored and revised as necessary based on student needs.	
Made available to the LEA, parents, and the public.	
Available to stakeholders in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.	
Developed in coordination and integration with other Federal, State, and local services, resources, and programs, if appropriate and applicable.	
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.	
Components	
The schoolwide plan must	✓
Include opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards.	
Include evidence-based methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.	
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the State academic standards, through activities which may include	
◆ Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.	
◆ 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.	
◆ 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.).	
◆ 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.	
◆ Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	
Include, if programs are consolidated, the specific State educational agency and LEA programs and other Federal programs that will be consolidated in the schoolwide program.	

Logic Model Resource Tool

Year _____ School: _____

Inputs <i>Resources</i>	Outputs <i>Activities and Products</i>	Outcomes <i>Short-term to Intermediate</i> <i>Long-Term</i>	

Notes:

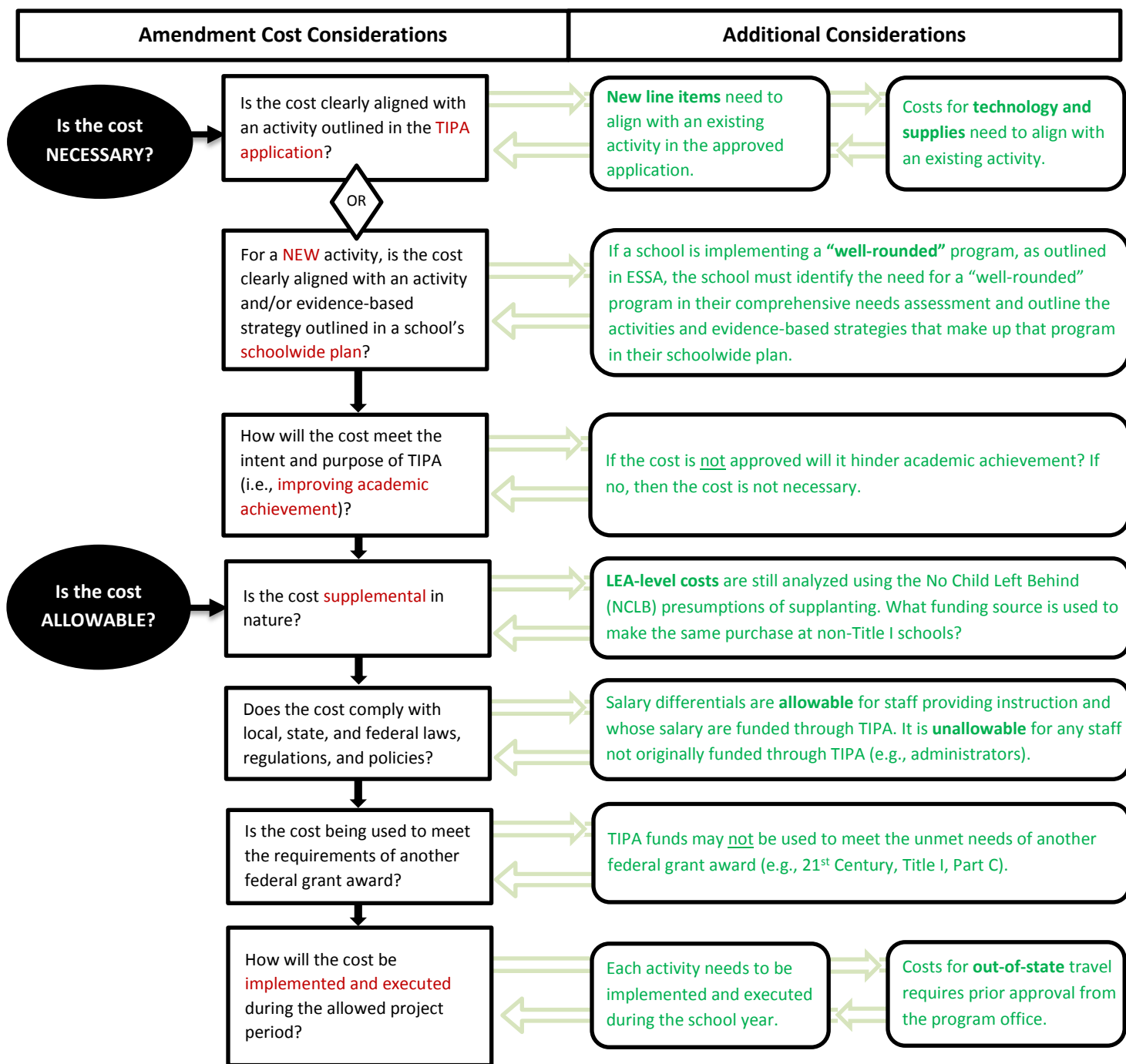
Title I, Part A Application and Amendment Decision Tree Resource Tool

DOE 150 Narrative Form

What to include:

- (1) The educational need as identified in a school's comprehensive needs assessment (CNA) and schoolwide plan (SWP).
- (2) The approved activity, from Title I, Part A (TIPA) grant application, and implementation timeline for the cost.
- (3) The TIPA grant program goals and academic achievement data associated with the cost.

Note: The information provided on the DOE 150 should not duplicate the information provided on the DOE 151.



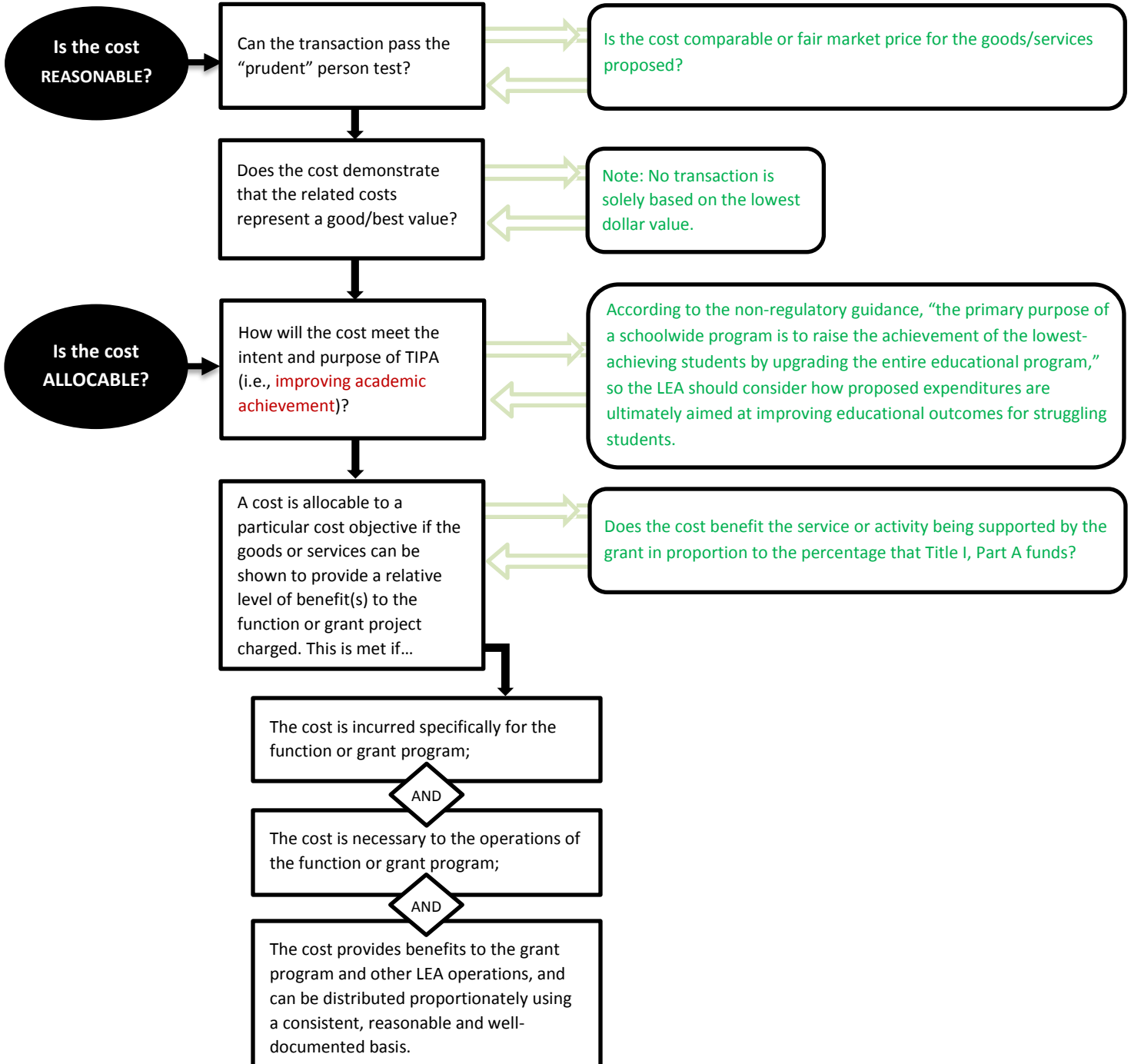
Title I, Part A Application and Amendment Decision Tree Resource Tool

DOE 150 Narrative Form

Note: The information provided on the DOE 150 should not duplicate the information provided on the DOE 151.

Amendment Cost Considerations

Additional Considerations



Title I, Part A Application and Amendment Decision Tree Resource Tool

DOE 151 Budget Form

What to include:

- (1) For existing line items, reference the budget line item number from the approved TIPA application budget.
- (2) Indicate if the cost is coded A, B-1, B-2, C, D, E, F, G, H-1, H-2, H-3, H-4, I, J, K, L, or M.
- (3) Indicate whether the line item is a school-level or LEA-level cost.

Note: The DOE 151 does not contain columns specific to TIPA because it is used by multiple programs.

