

SCHOOLWIDE PLAN CHECKLIST

This checklist is for any eligible Title I school submitting a schoolwide plan and for all existing schoolwide schools amending current plan for compliance with the No Child Left Behind Act of 2001. The checklist indicates the required elements for all schoolwide plans as describe in the No Child Left Behind Act of 2001, Title I, Part A, Section 1114.

General Considerations

- ✓ Poverty rate is indicated (40% or greater poverty rate)
- ✓ If poverty rate is below 40%, the waiver request and CDE's response is attached
- ✓ The plan indicates that requirements related to health, safety, civil rights, student and parents participation and involvement are upheld
- ✓ The plan demonstrates that Federal funds used to support programs supplement non-Federal funds
- ✓ The plan indicates how the intent and purpose of various Federal programs are met, if funds from various Federal programs are used to support the schoolwide program

Required Components in a Schoolwide Plan

- Comprehensive Needs Assessment
 - ✓ The plan specifically addresses the needs of migratory children
 - ✓ The plan illustrates a trend analysis of CSAP data
 - ✓ There is trend analysis of other assessments; body of evidence

- Reform Strategies
 - ✓ The reform strategies address the needs of all students to meet the state's proficient and advanced achievement levels
 - ✓ There is indication the methods and instructional strategies to be implemented are scientifically research based
 - ✓ There is demonstration of how methods and instructional strategies strengthen the core academic programs
 - ✓ The plan demonstrates how the methods and instructional strategies increase the amount and quality of learning
 - ✓ The plan demonstrates how the methods and instructional strategies provide an enriched and accelerated curriculum
 - ✓ There is explanation of how the reform strategies meet the needs of historically underserved populations
 - ✓ The plan demonstrate how the reform strategies address the needs of all students
 - ✓ The plan describes how attention is given to low-achieving students who are at risk of not meeting the state academic achievement standard
 - ✓ The plan includes strategies to support the needs of all students, especially low-achieving students, include counseling, pupil services, mentoring (if appropriate)
 - ✓ The plan includes strategies to support the needs of all students at the secondary level, especially low-achieving student include college and career awareness, personal finance education, integration of vocation and technical education programs (if appropriate)

- ✓ A method to determine that all students' needs have been met is described, including on-going evaluation for effectiveness and a method to make adjustments

- Teacher Qualification
 - ✓ A description of the qualification of all teachers is included
 - ✓ A description of the qualification of all classroom/instructional paraprofessionals is included
 - ✓ A description of how current classroom/instructional paraprofessionals who do not meet the NCLB qualification requirements will meet the requirements by January 2006.
 - ✓ Strategies to attract and maintain high-quality highly qualified teachers are described

- Professional Development
 - ✓ On-going professional development that is based on needs assessment and student needs is described
 - ✓ On-going professional development is described for classroom teachers, principal pupils services personnel, other staff, and parents

- Parent Involvement
 - ✓ There is a description of how parents were involved with the joint development of a district written parent involvement policy
 - ✓ There is description of how programs such as Head Start, Reading First, Early Reading Fist, Even Start, Parents as Teachers, etc. are integrated into the schoolwide plan for parent involvement
 - ✓ A description of the annual evaluation of the parent involvement policy in improving the academic quality of the school, identifying barriers to greater participation, etc. is included
 - ✓ There is a description of how the school's parent involvement policy is amended
 - ✓ There is a description of an annual meeting for parents, which may include flexible meeting times to accommodate parents, providing transportation needs, child care, and home visits (as appropriate)
 - ✓ There is indication that parents are involved in the planning, review and improvement of programs, such as the schoolwide plan
 - ✓ If the schoolwide plan is not satisfactory to parents, parent comments are included in the schoolwide plan when submitted to the district
 - ✓ There is evidence of a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student achievement
 - ✓ The plan addresses effective school-parent communication (such as conferences, frequent reports, reasonable access to staff, opportunities to volunteer in the child's class and observation of classroom activities)
 - ✓ There is indication of how parents are involved with the development of training for teachers

- Transition plans
 - ✓ There is a plan for transition from preschool to the elementary level

- Data Analysis
 - ✓ There is a description of how teachers are involved with the analysis of academic assessment (especially CSAP) to improve the achievement of individual students and impact the overall classroom instruction

- Timely Intervention
 - ✓ There is a description of how timely assistance will be given to students who have difficulty mastering proficient and advanced levels
 - ✓ There is a description of how these students will be early identified and the potential interventions

- Other Federal, State, and local services coordination
 - ✓ There is a description of how other NCLB Title Programs (Title I, Parts B, C, F, Title II, Title IV, Parts A & B, Title V) are integrated and coordinated with the schoolwide plan – if applicable
 - ✓ There is evidence other programs (such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, job training, etc.) are integrated into the schoolwide plan

Plan Development

- ✓ The plan indicates the support of the district and that the plan was developed/amended in consultation with the district and other technical support
- ✓ There is an implementation timeline for the schoolwide plan
- ✓ A list of the various Federal, State and local programs that are consolidated in the schoolwide plan
- ✓ There is a description of how academic achievement results for each student will be provided to parents in an understandable language
- ✓ There is indication the plan was developed with the involvement of parents, other community members and school staff, including teachers, principal, program administrators (such as Even Start, Homeless Education, Early Reading First, etc.), pupil services personnel, and students (if appropriate)
- ✓ There is a description of evaluating the effectiveness of the plan: how the plan will be review and revised during implementation
- ✓ There is a description of how the plan will be available to the district, parents and the general public in an understandable, uniform format – and in a language parents can understand
- ✓ There is a description of how the plan was developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998 and the Head Start Act