

Oregon Department of Education

# School-Wide Program Written Plan

February 2015



# Oregon Title I-A Schoolwide Program Plan

Date when Plan will be Implemented \_\_\_\_\_ Plan Status: New \_\_\_\_\_ Revised \_\_\_\_\_

Date Revised \_\_\_\_\_

<b>School District Name:</b>	Lincoln county	
<b>School Name:</b>	Taft Elementary	
<b>School Address:</b>	4040 SE High School Drive	
<b>Building Principal</b>	Nicholas Lupo	
<b>E-mail Address:</b>	Nick.lupo@lincoln.k12.or.us	
<b>Phone:</b>	541-996-2136	
<b>FAX:</b>	542-996-3999	
<b>Title I-A Coordinator</b>	Tami Johnson	
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<b>E-Mail Address:</b>	tami.johnson@lincoln.k12.or.us	
<b>Superintendent:</b>	Steve Boynton	
<b>Phone:</b>	(541)265-4401	<b>FAX:</b> (541)574-7620
<b>E-Mail Address:</b>	steve.boynton@lincolnk12.or.us	
<b>Address:</b>	459 SW Coast Hwy, Newport, OR 97365	
<b>School Enrollment:</b>	509	
<b>Grade Levels:</b>	K - 6	
<b>Free/Reduced Lunch %</b>	78%	

# Oregon Title I-A Schoolwide Program Plan Assurances

**The Written Plan: General Requirements**

The Title I-A School-wide Program option is designed to help facilitate systemic change in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students. Once the school has completed the written plan, the following actions will occur:

1. The LEA will review the School-wide Program Plan using the School-wide Scoring Guide, to determine whether the submitted plan addresses all applicable Title I-A rules and regulations.
2. The District Review Team will complete the School-wide Scoring Guide, making recommendations for strengthening the plan and addressing legal requirements.
3. The School-wide Plan and the completed district Scoring Guide must be submitted to the Oregon Department of Education. ODE reviews the submitted plan and Scoring Guide confirming that all legal requirements have been met and offers suggestions for how to improve the School-wide Program Plan if necessary.
4. ODE will provide written feedback to the district and the district will work with the school to make any additional revisions to the School-wide Program Plan. The district must approve each School-wide Program Plan before the program may be implemented.

The names below certify this School-wide Program Plan has been reviewed using the School-wide Scoring Guide, and that the plan meets the criteria in each component of the School-wide Program Plan.

\_\_\_\_\_

District Contact Name and Title

\_\_\_\_\_

Signature

***(List the names and titles and signatures of the District Review Team Members who reviewed the Schoolwide Program Plan.)***

Nick Lupo, Principal	_____
<i>Name &amp; Title</i>	<i>Signature</i>
Julie Hamilton, Title Reading Teacher	_____
<i>Name &amp; Title</i>	<i>Signature</i>
Susan Roebber, Ph.D, 3 <sup>rd</sup> Grade Teacher	_____
<i>Name &amp; Title</i>	<i>Signature</i>
Debi Gustufson, Classified	_____
<i>Name &amp; Title</i>	<i>Signature</i>
Becca Fitzwater, 2 <sup>nd</sup> Grade Teacher	_____
<i>Name &amp; Title</i>	
Sasha Shoemake, Parent	_____
<i>Name &amp; Title</i>	<i>Signature</i>
<b><u>Date of District Review:</u> - April 13<sup>th</sup>, 2015</b>	

# School-wide Program Written Plan

## Directions:

The Written Plan is designed around the Ten Comprehensive Components of the School-wide Plan. Use the template by **typing** in the boxes and/or by **typing** the answers to the questions in the space after the question. More space may be added as needed. The order may be slightly different or combined as determined appropriate.

## Planning

**A year of planning is required for staff to analyze, problem-solve strategies and collaborate on solutions.**

### A. Planning Team

**1 Planning Team - List the names of people involved in developing this plan. (Each group should have at least one participant and not serving on more than one role.)**

Parents:	Sasha Shoemake
Licensed Staff: (include position)	Susan Roebber, Becca Fitzwater
Classified Staff: (include position)	Debi Gustufson
Administrators: (include position)	Nick Lupo
District Staff:	
Title I-A Staff:	Julie Hamilton
Others (Optional): (students, community members, etc.)	

## B. Schoolwide Planning Summary

- 1 *Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.*

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings √ all columns that apply		
		Planning team	All staff	Parents
10/8/14	Parent Meeting			X
3/19/15	Review of current plan	X		
4/13/15	Goal Setting	X		
4/15/15	Parent Meeting			X
4/22/15	Staff Meeting		X	

[Use "Table" on Toolbar and "Insert Row Below" to add rows.]

## C. Communication

1. *Describe the processes and opportunities that were used to 1) develop the School-wide Plan; 2 )inform the entire staff, parents, community and district of the school-wide planning team actions; 3) solicit and receive feedback from these groups.*

a. Our school-wide plan was developed through the involvement of teaching staff, administration, classified, and parent input during the 2014-2015 school year.

b. Information was shared during meetings. Parents and community will view the final plan on our school website. A copy of the plan will be on file at the District Title office.

c. Opportunities for feedback and input were part of meetings.

2. *What percent of the school staff supports the implementation of the completed School-wide Plan?* 100%.

**3. Briefly describe how this level of support was determined. If not 100%, how will you address the concerns of those who did not support the plan?**

a. Staff is unified in its desire to lead students to reach their highest learning potential. The staff understands that in order for our students to reach that high level, we must all work toward the same goals in a coordinated way.

**D. Technical Assistance**

**1. Describe the technical assistance provided. Explain why it was considered high quality technical assistance.**

Monthly meetings for Title personnel were held in the district. The meetings provided time to review district data, analyze effectiveness of interventions, study strategies and program material, and share ideas, needs and news between schools.

**2. Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.**

Date	Provider	Type of Assistance
monthly	Tami Johnson	District Title Coordinator checked progress of each school and offered support.

[Use "Table" on Toolbar and "Insert Row Below" to add rows.]

**Comprehensive Needs Assessment**

**A needs assessment based on the Five Key Dimensions of Achievement (student achievement, school context and organization, curriculum and instruction, professional development, and family and community involvement) is required. Data Collection, Data Analysis, and Prioritization of Needs Worksheets are the major documents in this section.**

**1. Provide a brief description of your school and the community in which your school is located to provide a context for the plan. Also include your school's mission/vision statement.**

Taft Elementary in Lincoln City, Oregon is a K-6 school serving approximately 509 students. 60% - White, 28% - Hispanic/Latino, 4% - American Indian/Alaska Native, and 8% - Multi-Racial. 20% are English Language Learners, 78% are economically disadvantaged, and 13% are students with disabilities. The community of Taft is one of five small communities which make up the town of Lincoln City. Taft Elementary is one of two elementary schools in Lincoln City.

The vision of Taft Elementary is Sustainable Academic Improvement. Our mission is to increase student achievement by: improving the quality of service of all staff; establishing strong communication among stake holders; implementing an appropriate school improvement plan; ensuring quality staff development.

**2. Describe the process used to collect and analyze data and determine the highest priority needs across the Five Key Dimensions for Student Achievement: student achievement, school context & organization, professional development, curriculum and instruction, and family and community involvement.**

We review reading and math scores for students every 3 weeks, after implementing the STAR assessments. Scores are used to determine which students qualify for additional interventions in reading and math. Data teams, grade level, Title, Sped, ESL and administration meet to determine which students qualify for interventions. Students are placed into selected interventions. Each grade level may have multiple leveled groups in order for students to receive instruction at their appropriate level. Depending on the academic need, students may meet every day or several times a week. This is in addition to the 90 minute classroom core reading and math instruction time-blocks. Groups are fluid and students may be moved to other interventions or removed from the program based on assessment results and progress monitoring.

**3. Strengths and Areas in Need of Improvement: Summarize the key findings of the comprehensive needs assessment, which includes the key strengths and areas of need. This section must be based on data gathered across the Five Key Dimensions in your comprehensive needs assessment.**

The Parent Survey demonstrated strengths in providing a welcoming environment and a desire for increased opportunities to be involved in our school. The Staff survey demonstrated need for academic improvement with ELD students, greater parent involvement and greater behavior support. STAR and AYP results demonstrate strength in Science and need for improvement in Math and Reading.

4. **Attach the Data Collection Worksheets, the Data Analysis Worksheets and the Prioritization of Needs Worksheets at the end of your written plan.**

5. **After reviewing your areas of need, specifically looking at academic need of subgroups and the other Key Dimensions, state the SMART (student-centered and specific, measurable, attainable, realistic, and time bound) goals for the school.**

Increase reading and math proficiency with the ELL population by one year's growth.

## Inquiry Process

**Instructional strategies and initiatives in the plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students. NCLB emphasis is in reading and mathematics.**

1. **Briefly describe the process the staff and planning team used to**
  - **identify possible reasons for the identified needs**
  - **identify possible solutions and strategies to address these reasons**
  - **receive input from the whole staff and the parents during this process**
2. **Describe how the staff:**
  - **studied and investigated best practices and research**
  - **visited and contacted successful schools and programs**
3. **Summarize how your solutions match your priority needs.**

Priority Need	Solution
Increase student reading achievement	<ul style="list-style-type: none"> <li>• Classroom teachers, specialists and counselor meet regularly to discuss and determine reasons to support student needs, i.e., ELD, vision, LD, home environment, attention issues, lack of educational opportunities, etc.</li> <li>• At this time, all assessments are gathered and looked at to determine specific needs.</li> </ul>



	<ul style="list-style-type: none"><li>• Parents are requested for phone conferences and, if possible, in person, to discuss any of the above pertinent factors for additional information or for recommendations to apply at home.</li><li>• Depending on the need, students are placed in small group settings for a minimum of 30 minutes daily, to offer more individualized attention for the stated need.</li><li>• Ongoing formal and/or informal assessments are conducted to monitor growth.</li><li>• Students move fluidly through small-groups depending on need and growth.</li><li>• In the classroom, strategies for reading are directly taught and modeled, students are instructionally grouped for more small group experience through a newly implemented Walk to Read program, computer reading programs are regularly used, such as RAZ and Starfall.</li><li>• Many teachers participate in a PLC (Daily 5 and Café) and will be attending further PD in this area, in order to better structure reading groups within their classroom and develop greater skill in teaching reading techniques.</li><li>• Many students participate in extra practice through the S.M.A.R.T reading and the 21<sup>st</sup> Century after-school program.</li><li>• All teachers are familiar with and teach to the state reading standards.</li></ul>
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Increase student achievement in math	<ul style="list-style-type: none"> <li>• Balanced Math Program:             <ol style="list-style-type: none"> <li>1) Math Review</li> <li>2) Mental Math</li> <li>3) Math Facts Progression</li> <li>4) Problem Solving</li> <li>5) Conceptual Understanding</li> </ol> </li> </ul>
	<ul style="list-style-type: none"> <li>• Professional Development to support each of the 5 components of the Balanced Math Program.</li> </ul>
	<ul style="list-style-type: none"> <li>• Bi-monthly data teams focused solely on math</li> <li>• As a team, planned and analyzed formative assessments.</li> </ul>

## Instructional Program/School Reform Strategies

**All students are expected to meet the state’s challenging standards. Students who experience difficulty will be provided timely, effective, additional assistance. Instructional strategies and initiatives in the plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.**

**1. Describe the key components of the research based instructional program that the school will implement which have been determined to address priority needs.**

***[You may write in complete narratives or you may use a table such as this one, (sample in the guide) to develop this section.]***

Instructional Need Being Addressed	Strategy Description	Research-based Principle	Research Source
Improve decoding	Systematic and explicit instruction of phonemic principles and phonics K-2	Decoding is a tool good readers use to figure out unfamiliar words leading to automaticity and fluency.	National Reading Panel gunn et al. (2000) Mcmaster et al.

	Word work, written or manipulative increases phonological development and decoding.	Phonemic segmenting and blending are two measures most predictive of end of first grade reading achievement	(2005) Adams (1990) snow, Burns and Griffin (1998) Stanovich (1986)
Reading comprehension	Directly teach, model and practice strategies before, during and after reading that increase comprehension	Comprehension is the essence of reading.	Foorman et al. (2006) NRP (2000) Pressley (2006) Durkin (1993)
	Activate/build background knowledge, graphic and semantic organizers, setting a purpose, story structure, imagery and visualization, text structure, types of questions; literal, inferential, critical, self-monitoring, summarizing, responding and making connections		Guthrie, Wigfield, and von Secker (2000)
Vocabulary	Explicit instruction of key vocabulary prior to reading, in context and in review	Teach word meaning at point of contact in story and afterwards. Vocabulary knowledge aids comprehension.	Beck, Perfitti and McKeown (1982) Anderson and Pearson (1984) Baumann and Kame'enui (2004) Beck and colleagues (2002) Graves (2007) Stahl, S.A. (1998) Stanovich (1996)
Fluency	Repeated reading of familiar texts, Modeling good fluency.	Fluency is developed gradually through substantial practice. Fluent readers more easily connect ideas to make meaning. Less fluent readers expend more energy on decoding.	Ambruster and Osborne (2002) Kuhn and Stahl (2003) NAEP Study 2000
Student Reading Achievement	Increase the time students spend reading appropriate leveled books	Volume of reading develops skills and stamina. Reading success motivates students to read more.	Cipielewski and Stanovich (1992) Allington and Johnson (2002)

			Nagy and Anderson (1984) 1998 NAEP Reading Report Card for the Nation (1999)
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3. *Attach a suggested school instructional schedule, including how the mathematics and reading instructional program will be organized and delivered in your whole school.*

**Student Assessment of Progress**

**Frequent and ongoing assessments to determine student progress help determine how the schoolwide plan is meeting the student needs. The assessments that will be used need to be determined with teachers involved in decision making and the implementation of the assessments.**

1. **Use the following chart to describe the Student Assessments which will give staff on-going data regarding student progress:**
- a. **give the grade level to be assessed**
  - b. **give the appropriate content area**
  - c. **give the full name of the assessment**
  - d. **when will it be given**
  - e. **how will staff be trained to give it**
  - f. **how and when will staff use the information to guide instruction**

Grade Level	Content Area	Assessment Name and Description	Frequency of Assessment	How will Staff be Trained	How/when will Staff use the Information to Guide Instruction
3 - 6	Reading	STAR Fountas & Pinnell or DRA Benchmark	Every 3 weeks 3x year or as needed	District trainin Title Teacher	At bi-monthly data team meetings
3 - 6	Math	STAR Go Math	Every 3 weeks	District trainin	At bi-monthly data team meetings
3 – 6	Reading	Smarter Balance State Testing	Yearly	District-wide training	
3 – 6	Math	Smarter Balance State Testing	Yearly	District-wide training	

2. **Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the**

***achievement of individual students and the overall instructional program.***

Teachers use assessment data to track progress of individual students, placement in leveled reading groups, or math tutoring and to identify for additional strategic or intensive interventions. Information is shared in staff meetings, PLCs, grade-level teams, data teams or between teachers requesting academic changes for their students. Information from assessments helps the Watch Team identify students that may have learning disabilities and need to be placed on Individualized Educational Plans.

## **Student Assistance**

***The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.***

***1. Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.***

Through assessments, students identified as not meeting grade level benchmarks will receive extra support through daily, leveled intervention group lessons. The neediest students will also receive additional small group intervention lessons in identified low-skill areas.

***2. Describe how timely assistance and services will be provided for your struggling learners.***

Depending on need, scheduling, staffing and best practices, students will have pull-out or push-in services. Leveled intervention groups will be daily for 30 minutes. Interventions will be in addition to classroom and leveled group instruction for 3 to 5 times a week with sessions of 20-30 minutes.

***3. Describe services for the following special populations:***

- ***how services will be provided for your special education students;***
- ***how services will be provided for your English Language Learners;***
- ***how services will be provided for your migrant students; and***
- ***how services will be provided for your homeless students***

All students at Taft Elementary are part of leveled reading group lessons. Special Ed. Students follow their IEPs and may receive reading instruction from the learning specialist teacher in addition to the classroom core instruction block of ninety minutes. They may also attend Title reading groups when scheduling allows. English Language Learners receive additional reading instruction in English as a Second Language. All teachers will be trained in SIOP in the fall of 2015. Migrant and homeless students are part of the general population of the school and participate in classroom, as well as intervention reading and math groups, when indicated by data scores on an individual basis.

## Professional Development

**Professional development must be of high quality, on-going, and sustained for all staff, principals and paraprofessionals.**

- 1. List the professional development activities the school will engage in to implement the School-wide Plan. If the team has created a professional development calendar include the calendar in the back of your plan.***

The District provides a professional development calendar and our teachers attend mandatory PD days, and may attend other training workshops as desired. Our staff development activities improve our RTI process so that each student with a deficit makes progress in closing the achievement gap. Continuing focus on using technology helps individualize math and reading instruction and brings a wide variety of resources into the classroom. Professional development plan will be in line with our instructional goals and based on assessment data.

- 2. Describe how each professional development activity listed above relates to the priority areas needing improvement and how these activities will assist in improving student achievement.\***

Please see above.

- 3. Describe the on-going and embedded support and follow-up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.***

Teachers meet every Wednesday in grade level Data teams. Teachers and Specialists meet a minimum of twice a month for PLC's and/or data teams. It is in these structures that teachers work with student data to determine which students are in need and placing students in appropriate interventions. Teachers meet in user-groups on a monthly basis to problem-solve and enhance their technology skills.

## Highly Qualified Staff

**All teachers of core academic subjects and instructional paraprofessionals must be Highly Qualified. In addition, a Schoolwide Plan must describe how it will recruit and retain Highly Qualified staff.**

- 1. Attach the signed Principal Attestation Form that assures all teachers and paraprofessionals are Highly Qualified or on a plan to reach Highly Qualified status.***

**2. Describe strategies the school is using or going to use to recruit high-quality Highly Qualified Teachers to high-needs schools.**

A district team attended the Oregon Professional Education Fair in Portland, as well as recruiting on college campuses this spring. The best candidates were asked to interview again later in the day. From that group, candidates were invited to come to Lincoln County to be observed while teaching a lesson in a classroom. Further job openings are posted on the LCSD website.

**3. Describe strategies the school is using or going to use to retain high-quality Highly Qualified Teachers to high-needs schools.**

Teachers new to our district participate in a mentoring program for the first two years. A trained mentor visits and assists as needed. New teachers are placed into a grade level team and a Professional Learning community (PLC), which provide curricular, instructional, and assessment support. The principal, child development specialist, school psychologist and Character Education committee can offer support for student behavioral and social issues.

## **Family and Community Involvement Strategies**

**Schoolwide Plans must contain strategies to involve parents in helping their children succeed in school.**

**1. Describe the key strategies planned to increase meaningful family involvement that is designed to enhance home-school partnerships and improve student learning. Include these strategies in the Action Plans.**

Parents fill out a yearly survey which allows them to voice their ideas. Parent teacher conferences are held twice yearly to share student progress, achievement and concerns. Parents may track their child's progress through our online reporting system. Parents are invited to attend Family Literacy Nights with their children held at the school. Parents are encouraged to join the school's parents support group, and may volunteer in the classroom and on field trips.

**2. Describe the strategies or process used to include parents in decision making and evaluation of the School-wide Plan and/or other school related programs.**

Parents may attend or join our planning meetings and give their input to the School-wide plan. Parents may also join Panther Pals, a parent group which supports our students which meets monthly.

**3. Describe the process used to meet with parents of students who have not met academic standards.**

Parents are informed at conferences or through teacher contact when there is concern about student progress. Parents are invited to attend any meetings concerning their child.

**4. Identify the date and the agenda for the annual Title I-A meeting.**

October 2014 and April 2015 Parent meetings made available information about the Title program, NCLB, parent involvement policy and helping their children learn at home.

**5. Describe community collaboration and partnerships that enhance student achievement.**

We are lucky to have several partnerships to help our students; the Behren's foundation supports reading through rewards given to student readers as well as providing funds for field trips and teaching materials. Stuff a Bus donates materials to teachers for classroom start-up. Start making a Reader Today (S.M.A.R.T) has started their mentored reading program. We have an active Parent Panther Pals group which raises funds and provides activities for our students and families. Additional collaborative efforts include: Behren's Foundation, Oregon Coast Aquarium, Lincoln City Community Center, OHSU Nutrition, Hatfield Marine Science Center, and Lincoln City Cultural Center.

**6. Briefly describe the process used to develop and implement the school/parent compact.**

The Title teacher and Principal reviewed the Parent compact and then it was given to parents during fall conferences. It was also shared at both parent meetings.

**7. Attach a copy of the school/parent compact in relevant languages to the back of your plan.**

**8. Attach a copy of the School Title IA Family Involvement Plan.**

## **Transition Strategies for Students**

**School-wide Plans include assisting students in successful transitions from early childhood through any other grade or school level.**

- 1. Describe how the School-wide Program will coordinate transitions for preschool children into primary, where appropriate. Headstart, EvenStart, Oregon Pre-Kindergarten must be addressed, if applicable.**
- 2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.**

There is a restructuring of the Lincoln City North end elementary schools, where Taft Elementary will become a 3-6 school and all K-2<sup>nd</sup> graders will attend



Oceanlake. A transition plan will be established with the incoming 3<sup>rd</sup> graders from our feeder school, Oceanlake, to Taft Elementary. Sixth grade students visit Taft 7-12 during a spring orientation day. Parents and students have the opportunity to meet with 7-12 staff during an orientation evening in the spring.

**3. Describe on-going coordination with other community programs and agencies that support transitions for students.**

The Early Intervention program is based at Taft Elementary and has access to the kindergarten program. They are invited to visit throughout the year. Taft teachers are part of the transitional meetings for Early Intervention students.

## **Coordination and Integration of Services and Programs**

**School-wide Plans are expected to use flexibility to integrate services and programs with the aim of upgrading the entire educational program.**

**1. Describe the coordination and integration of federal and state programs and other local services and programs which are applicable under this Act (i.e., migrant programs, violence prevention, adult education, vocational, technical education, nutrition programs, Head Start, job training).**

**2. Describe district support for the School-wide Program implementation. Include activities and/or strategies for coordinating the School-wide Program with other district school improvement efforts.**

District Title coordinator meets monthly with school Title staff to share ideas and strategies to improve the title program and increase student achievement.

## **On-going Plan to Monitor the Effectiveness of the School-wide Plan**

**Title I-A schools must annually evaluate the implementation of, and results achieved by, the School-wide Plan.**

**1. Describe the process and timeline to be used by the school and district to annually evaluate the effectiveness of the plan.**

A plan committee will review the plan in October and again in April of each school year to evaluate the effectiveness of the plan. Student test data will be reviewed and compared to the plan expectations. Adjustments will be made to the plan based on these reviews.

- 2. Describe who will be involved in the evaluation/review and how they were selected.**

The Principal and Title Teacher will determine who will be involved in the evaluation/review and determine how to select those individuals.

- 3. Describe what process will be in place to ensure that revisions are completed and that staff and district have been informed of any changes.**

The school-wide plan will be available on the school's website.

- 4. Describe how the district will be informed of the school's progress and changes in the plan.**

## **Fiscal Coordination**

**School-wide Plans may consolidate most federal, state and local funds to provide services.**

- 1. Complete the School-wide Program Budget Summary in the Worksheet Section. All sources of funds to the building need to be included on worksheet.**
- 2. Provide a brief budget narrative explaining how all funds listed in the School-wide Program Budget Summary will be used to support the School-wide Plan. Please be specific in what the funds will be used for.**

At this time, funding is uncertain and therefore we are unable to accurately plan our budget. Any monies allocated to the Title program will be used as directed by state and federal guidelines under the direction of the District Title Coordinator.

## **Directions for developing the Action Plans**

**The School-wide Program Action Plans must be based on the results of the needs assessment and the inquiry process. The Action Plans can serve as effective tools for integrating goals, strategies to achieve the goals, and the timeline and resources needed to accomplish the goals.**

**It should also assist in the implementation of the Schoolwide Plan by clarifying who will provide leadership for each component of the plan, and how progress will be monitored and evaluated.**

**The Action Plans will become the school's comprehensive school improvement plan that is required by the district each year. Each year the plan will be updated and submitted to the district.**

**All the information to complete the Action Plans may be found in the Schoolwide Program Worksheet document.**

**Include the following additional worksheets (found in separate documents) at the back of the School-wide Plan.**

**Data Collection Worksheets**

**Data Analysis Worksheets**

**All Prioritization of Needs Worksheets**

**Action Plans**

**School-wide Program Budget Summary**

**Other attachments are referenced in the Written Plan Template.**