

SW plan components and elements:

1. Developed during 1 year period (LEA can determine less time is needed); existing schoolwide may continue but must amend plan;
2. Developed with involvement of parents and other members of the community (teachers, principals, school leaders, paraprofessionals, etc.);
3. **Remains in effect but shall be regularly monitored and revised as necessary based on student needs;**
4. Is available to the public in an understandable format and, to the extent practicable, in a language parents can understand;
5. Is developed in coordination with other Federal, State and local services, resources and programs;
6. Is based on a comprehensive needs assessment; and
7. Includes strategies to address school needs, including:

(A) the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

- (i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- (ii) use 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, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through **activities which may include—**
 - (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - (II) 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 high schools);
 - (III) 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
 - (IV) 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
 - (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;

