

Title I Schoolwide - The Basics

Schoolwide Definition:

A comprehensive reform strategy designed to upgrade the entire educational program in a Title I school.

Primary Goal:

To ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

3 Core Elements of a SW Plan:

1. Conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement.
2. Develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment.
3. Evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.

Components of a Comprehensive SW Plan:

1. Comprehensive needs assessment of the entire school based on achievement of children in relation to the State academic content standards and State student academic achievement standards.
2. Schoolwide reform strategies. Instructional strategies in the comprehensive 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 in the school.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development.
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.
7. Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students.
8. Measures to include teachers in decisions regarding the use of academic assessments. In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.
9. Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional 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.
10. Coordination and integration of Federal, State, and local services and programs.