

## Office of School Improvement Field Services Unit

09//04

### Schoolwide Program Requirements

**Comprehensive Plan Elements** - Any eligible school that desires to operate a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the *No Child Left Behind Act of 2001*), in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

1. **Describes Components.** Describes how the school will implement the required components; (page 2)
2. **Describes Resources.** Describes how the school will use resources under this part and from other sources to implement those components;
3. **Lists Related Programs.** Includes a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program; and
4. **Describes Parent Support.** Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessments required by section 1111(b)(3).

**Comprehensive Plan Development** - The comprehensive plan shall be:

1. One-Year Development Period and Exceptions. Developed during a one year period, unless-
  - The local education agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or
  - The school is operating a schoolwide program on the day preceding the date of enactment of the *No Child Left Behind Act of 2001*, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section; [§ 200.27 ...amend its existing plan during the 2002-2003 school year].

2. **Planning Team.** Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;
3. **Plan Duration.** In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.  
Section 200.26(c) of the Title I Final Regulation states: A school operating a schoolwide program must--
  - (1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators academic achievement;
  - (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
4. **Public Availability.** Available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
5. **Coordination.** If appropriate, 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.

**Prekindergarten Program** - A school that is eligible for a schoolwide program under this section may use funds made available under this part to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs.

## **Ten Schoolwide Program Components**

### **1. Comprehensive Needs Assessment**

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1). Title I regulations § 200.26 state: Core elements of a schoolwide program. (a) Comprehensive needs assessment. (1) A school operating a schoolwide program must conduct a comprehensive

needs assessment of the entire school that—(i) Is based on academic achievement information about all students in the school, including all groups under § 200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under § 200.1 to—(A) Help the school understand the subjects and skills for which teaching and learning need to be improved; and (B) Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and (ii) Assesses the needs of the school relative to each of the components of the schoolwide program under § 200.28. (2) The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. (3) The school must document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

## **2. Schoolwide Reform Strategies**

- **Inclusion/Performance Enhancement.** Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
- **Effective Methods and Instructional Strategies.** Use effective methods and instructional strategies that are based on scientifically based research that:
  - Strengthen the core academic program in the school;
  - Increase the amount and quality of learning time, such as providing an extended school year and before and after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
  - Include strategies for meeting the educational needs of historically underserved populations;
- **Target Population/Low Achieving Services.** Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are member of the target populations of any program that is included in the schoolwide program, which may include:
  - Counseling, pupil services, and mentoring services;
  - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - The integration of vocational and technical education program; and
- **Program Evaluation.** Address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the State and local improvement plans, if any.

**3. Highly Qualified Teachers** - Instruction by highly qualified teachers.

**4. High Quality Professional Development**

In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards. In accordance with Title I final regulations § 200.28, align professional development with the State's academic standards; devote sufficient resources to carry out effectively the professional development activities described in paragraph (b)(2) of this section; and, include teachers in professional development activities regarding the use of academic assessments described in § 200.2 to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**5. Attract Highly Qualified Teachers**

Strategies to attract high quality highly qualified teachers to high-needs schools.

**6. Parent Involvement**

Strategies to increase parental involvement in accordance with section 1118, such as family literacy services. [§ 200.28 (1) A schoolwide program must involve parents in the planning, review, and improvement of the schoolwide program plan. (2) A schoolwide program must have a parental involvement policy, consistent with section 1118(b) of the ESEA, that—(i) Includes strategies, such as family literacy services, to increase parental involvement in accordance with sections 1118(c) through (f) and 9101(32) of the ESEA; and (ii) Describes how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents of students who participate in the academic assessments required by § 200.2.]

**7. Transition Plans**

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**8. Teacher Participation in Assessment Decisions**

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

## **9. Timely Additional Assistance**

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

## **10. Coordination of Services and Programs**

Coordination and integration of Federal, State, and local services and program, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

### **General Provisions**

- In general - A local educational agency may consolidate and use funds under this part, together with other Federal and local funds. In order to upgrade the entire school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.
- Identification of students not required-in general no school participating in a schoolwide program shall be required –
  - to identify particular children under this part as eligible to participate in a schoolwide program; or
  - to provide services to such children that are supplementary, as otherwise required by section 1120A(b).
- Supplemental funds - A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.
- Requirements - A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort, comparability of services, uses of Federal funds to supplement, not supplant non-Federal funds, or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

- Professional development - Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 for such fiscal year, except that a school may enter into a consortium with another school to carry out such activities.

Records - A school that consolidates and uses funds from different Federal programs under this section shall not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Note according to Title I regulations § 200.29 Consolidation of funds in a schoolwide program. (1) Migrant education. Before the school chooses to consolidate in its schoolwide program funds received under part C of Title I of the ESEA, the school must—(i) Use these funds, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under § 200.83; and (ii) Document that these needs have been met.