

Components of a Title I Schoolwide Program Plan

Outline of the ten required components of a Title I schoolwide program plan.

NCLB Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
 - a. 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).
 - b. Use effective methods and instructional strategies based on scientific research that:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically underserved populations.
 - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program 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.
 - The integration of vocational and technical education programs.
 - d. Address how the school will determine if such needs have been met.
 - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
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 academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
 - Written Policy
 - School / Parent Compact
 - Annual Parent Conference

- Address language of parents and how information will be shared in their language
 - Program listing materials and training for parents in how to help their child. Meetings must be held in parent language and at various times of the day to attract more participants.
 - Provide description and explanation of curriculum and expected proficiency level
 - Annual meeting to explain Title I plan
 - Educate teachers, pupil service personnel with the assistance of parent in the values and utility of contributions of parents and how to reach out to, communicate with, and working with parents
7. 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. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program. (CBLT Membership)
 9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
 10. Coordination and integration of federal, state, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Comprehensive Schoolwide Program Plan

Guidance regarding the comprehensive needs assessment.

The comprehensive needs assessment process is an essential step in the development of the comprehensive Schoolwide Program Plan (SIP) because it provides a composite summary of the existing school program. The comprehensive needs assessment process, then, identifies school program deficits. Once the analysis process is complete, a comprehensive SIP can be developed that addresses the needs of all students. [Federal guidance](#) (DOC; Outside Source) issued in 2006 provides a thorough and specific overview of the comprehensive needs assessment process.

Generally, information incorporated into the comprehensive needs assessment analysis includes:

Data relating to student achievement, curriculum and instruction, professional development, and school governance and organization

Student data, including disaggregated achievement data analysis, classroom work, attendance data, and student transfer data, dropout data, language and ethnicity data, and gender data

Student data including student access to books, supplies, extended learning opportunities and other support systems

Teacher data, including teacher language fluency, experience, degrees, credentials, and special certification

School level data including total instructional full-time employees, class size, instructional dollars per pupil, special grants and funding, support staff, technology available in the school, and staff professional development type and frequency

School/family relationship data, including parent participation, parent satisfaction, and parent involvement in planning and implementation, frequency of parent education and training, resources for training, frequency of teacher/parent contact, and frequency of school/parent contact

Community data, including poverty level, demographics, housing, employment, business, police department, social service program, homeless, public health, migrant, tribal council, transportation, and parks and recreation

The comprehensive needs assessment generally takes the form of a survey instrument. Surveys can be distributed and information can be gathered creatively: door to door, by phone, by interview, at community meetings, from school and district databases, or by any reliable means.

Analyzing the results of the comprehensive needs assessment surveys is an important and necessary step before the writing and implementation of the comprehensive SIP plan. School staff should use the data compiled as a result of the comprehensive needs assessment process to plan and design the successful comprehensive SIP plan. School staff and communities should discuss the multiple indicators and analyze their impact on the adequate yearly progress of students. The academic progress of target populations should be evaluated. School programs that are developed as a result of the comprehensive needs assessment process should be incorporated into the comprehensive SIP plan. Programs included in the SIP plan can be funded by blended state, local, and federal funds.