

17a. Schoolwide Programs

Statutory Requirement: Section 1114

Overview

The goal of Schoolwide programs is to generate high levels of academic achievement in core subject areas for all students in a school. Schoolwide programs must also focus on the needs of the low-achieving children and those at risk of not meeting state achievement standards. All staff and resources are part of the overall Schoolwide program.

Becoming a Schoolwide Program

For a school to operate a Schoolwide program, the following needs to occur:

- Poverty level at the individual school building needs to be 40 percent or above. (Once a school becomes Schoolwide, it may remain a Schoolwide even if the poverty level drops below 40 percent)
- The school, in consultation with its district and its school support team or other technical assistance provider, decides if it wants to become a Schoolwide program in order to upgrade the school's total educational program.
- High-quality assistance and support is available to the school from external technical assistance providers.
- A comprehensive plan must be developed over a one-year period based upon an extensive needs assessment. The one-year time period may be shortened only if the school district determines, after consideration of the technical assistance availability, that less than one year is needed to have a Schoolwide plan developed and ready for implementation.
- The plan is to be developed by a diverse group of appropriate individuals
 - Teachers
 - Principals
 - Pupil services personnel
 - Support Staff
 - Parents
 - Other members of the community to be served.
 - Secondary level students if program is at a high school
 - Administrators from other Title programs
- Schoolwide plans must describe how other local, state and federal resources will be used in conjunction with Title I funds. The school also may consider coordinating with other programs such as: Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.
- Plans should describe how the school will provide information about the results of individual student academic assessments to parents in a language they can understand.
- The plan must describe how the school will implement all of the ten required components.
- The plan should be reviewed and revised as necessary.

Components of a Schoolwide Program

A Schoolwide program must include the following 10 components:

1. **A comprehensive needs assessment** of the entire school, including the needs of any migratory children in attendance. This assessment is based on information about the achievement of children in relation to the Wisconsin state Academic Standards.
2. **Schoolwide reform strategies** that provide opportunities for all children to meet the state's academic standards, particularly low-achieving children. The plan also should address how the school will determine if student needs have been met.
3. **Instruction by highly qualified teachers** (see Section 10 of this document)
4. **High quality and ongoing professional development** for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff. (see Section 15 of this document)
5. **Strategies to attract high-quality highly qualified teachers**
6. **Increased parental involvement** activities including family literacy services. (see section 14 of this document)
7. **Assist 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. **Include teachers in the decisions regarding the use of academic assessments** in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. **Provide effective, timely additional assistance** and activities to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards. This shall include measures to ensure that students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance.
10. **Coordinate and integrate federal, state, and local services and programs.** These may include other programs under the Elementary and Secondary Education Act (ESEA), and violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training programs.

Other Considerations

- Identification of students is not required but care must be taken to ensure that the needs of those farthest from meeting the state's student academic achievement standards are met.
- Services to children in Schoolwide programs must be supplemental in nature, not supplanting services.
- Schools with Schoolwide programs that consolidate and use funds from different federal programs are not required to maintain separate fiscal accounting records, by program.

17c. Comparison of Targeted Assistance and Schoolwide Programs

Sections 1115 and 1114

	Targeted Assistance Program	Schoolwide Program
Program Design	Traditional model introduced in 1965 with first authorization of Elementary and Secondary Education Act (ESEA)	Introduced in 1978, with restrictions, many of which were dropped in 1994, leading to widespread adoption
Student Selection	Identify participants using educationally related, objective, and uniformly applied criteria; exclusively serve children with greatest academic needs in targeted area, e.g., reading or mathematics	Not required to identify particular children as eligible-serves all children in school, but lowest achieving must receive special attention.
Students Served	Exclusively serves children with greatest academic need	Serves all children in school, but lowest-achieving must receive special attention
Use of Funds	Federal funds tracked to eligible services	Federal funds merged with school's overall budget
Supplement Not Supplant	Title I services must be <i>supplementary</i> to regular services, i.e. services that would be offered in the absence of Title I	Title I funds must be supplementary, but may fund any types of services
Integration of Staff	Individual staff members identified as "Title I staff" and may only serve Title I children	All staff are "Title I staff" and may serve any child; no one designated as "Title I Teacher"
Education Program	Title I services must be closely integrated with regular services	Schoolwide plan must govern all school activities
Program Models	Emphasis in current legislation on in-class and extended time; traditionally used "pull out" model	May use any model, but emphasis should be on strengthening core academic program of school
Eligible Schools	Must serve an eligible Title I school attendance area.	Must have a poverty level of at least 40 percent and receive Title I funding.
Allowable Expenditures	Funds used to support programs for eligible children, i.e., children who are failing, or at risk of failing, to meet the state's standards.	Funds used to upgrade entire educational program based on the school-comprehensive needs assessment will determine services offered.
Staff Responsibilities & Assignments	Administrators and Title I teachers paid with Title I funds responsible for making sure that regulations are met.	No comparable provisions due to no distinctions between staff paid with Title I funds and those who are not. All staff support the schoolwide program and there is no one labeled a "Title I Teacher".

	Targeted Assistance Program	Schoolwide Program
Supplement Not Supplant Student Services	Must use Title I funds only to supplement and in no case supplant the amount of funds that, in the absence of Title I funds, would be made available from non-federal funds.	A schoolwide program may use Title I funds to supplement the amount of funds that would otherwise be available from non-federal sources for the school. A schoolwide program, however, is not required to provide supplemental services to particular children (a schoolwide program may use Title I funds to serve any and all children in the school).
Annual Review	Must review on an ongoing basis the progress of participating children and revise the Title I program as necessary to help Title I kids meet the state's standards.	Must review the progress of its schoolwide plan on an ongoing basis and revise the plan in order to help ALL children at the school meet the state's standards.
Parent Involvement	Must comply with Title I requirements for parent involvement including parent notification of Right to Know provisions.	Must comply with Title I requirements for parent involvement including parent notification of Right to Know provisions.
Professional Development	Must provide opportunities for teachers, principals, paraprofessionals, and if appropriate, parents and other staff; regular classroom teachers who work with targeted students can participate in Title I sponsored professional development; special requirements for professional development in Schools Identified for Improvement	Must allocate sufficient resources in order to effectively provide high quality, ongoing professional development for teachers, principals, and if appropriate, parents and other staff; special requirements for professional development in Schools Identified for Improvement

Source: 01.05 Title I Monitor