

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.