

At-A-Glance Components of Schoolwide Programs

Title I, Part A has the primary goal of enabling participating children to meet the Illinois Learning Standards. To meet this goal, Section 1114(b) of the NCLB Act of 2001 requires that each schoolwide program includes the following ten (10) components that research suggests are essential to high-quality programs. Each schoolwide program shall:

1. Conduct a comprehensive needs assessment of the entire school.
2. Employ schoolwide reform strategies that:
 - provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthens the core academic program,
 - increases 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 helps provide an enriched and accelerated curriculum, and
 - includes strategies for meeting the educational needs of historically underserved populations.
 - includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting the Illinois Learning Standards who are members of 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 programs.
 - address how the school will determine if such needs of the children have been met.
 - are consistent with, and are designed to implement, State and local improvement plans, if any.
3. Provide instruction by highly qualified teachers.
4. Provide high quality and on-going 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 Illinois

Learning Standards.

5. Employ strategies to attract high-quality, highly qualified teachers to high-need schools.

6. Employ strategies to increase parental involvement, such as family literacy services.

7. Develop 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. Implement measures to include teachers in the decisions regarding the use of academic assessment in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Implement activities to ensure that students who experience difficulty mastering the proficient (meets) or advanced (exceeds) levels of academic achievement standards are provided with effective, timely additional assistance which 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. Coordinate and integrate Federal, State, and local services and programs, including programs supported under the NCLB Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.