

REQUIRED COMPONENTS OF A SCHOOLWIDE PROGRAM

A plan must address all of the components defined in the ESEA [Section 1114(b) of Title I of ESEA]. Additionally, the comprehensive plan shall be [Section 1114(2)(B)]:

- i. *Developed during a one-year period (Exceptions apply);*
- ii. *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 and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;*
- iii. *In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school;*
- iv. *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*
- v. *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.*

Each of the components below (if applicable) should be addressed in the Arkansas Consolidated School Improvement Plan (ACSIP).

IN GENERAL- A schoolwide program shall include the following components:

1. 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).
2. Schoolwide reform strategies that —
 - i. 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);
 - ii. Use effective methods and instructional strategies that are based on scientifically based research that —
 - I. Strengthen the core academic program in the school;
 - II. 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
 - III. Include strategies for meeting the educational needs of historically underserved populations;
 - iii. (I) 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 members of the

target population of any program that is included in the schoolwide program, which may include —

(aa) counseling, pupil services, and mentoring services;

(bb) 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

(cc) the integration of vocational and technical education programs; and

(II) Address how the school will determine if such needs have been met; and

iv. Are consistent with, and are designed to implement, the State and local improvement plans, if any.

3. Instruction by highly qualified teachers.
4. 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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
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 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. 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 and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.