

COMPONENTS OF A TITLE I SCHOOLWIDE PROGRAM

Each Title I Schoolwide School writes a plan... to address 18 components that are required listed below.

1. Use the Title I program resources to help all children meet the state's standards.
2. Use effective methods and instructional strategies that are based on scientifically based research. What we teach is based on student needs and academic standards that strengthen the core academic program (language arts, math, science and social studies) of the school and that:
 - a. Provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
 - b. Are based upon effective means of raising student achievement.
 - c. Use effective instructional methods that increase the quality and amount of learning time.
 - d. Address the needs of all children, particularly those in need, and address how the school will determine if these needs have been met and are in line with improvement plans.
3. Provide instruction by highly qualified teachers.
4. Engage in professional development for the staff to enable all children in the school to meet performance standards.
5. Use strategies to increase parental involvement.
6. Assist preschool children in the transition from early childhood programs to local elementary school programs.
7. Include teachers in the decisions about assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.
8. Coordinate and integrate federal, state, and local services and programs.
9. Include activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
 - List state and local educational agency programs and other federal programs that will be included.
 - Description of how resources from Title I and other sources will be used.
 - Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.
10. Ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
 - Measures to ensure that a student's difficulties are identified on a timely basis.
 - Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.
 - Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student and additional assistance available to the student at the school or in the community.
11. Describe how individual student assessment results and interpretation will be provided to parents.
12. Collect and disaggregate data on the achievement and assessment results of students.
13. Ensure that disaggregated assessment results for each category are valid and reliable.
14. Provide for public reporting of disaggregated data.
15. Develop plan during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.
16. Develop plan with the involvement of the community and individuals who will carry out the plan including teachers, principals, other school staff, pupil service personnel, parents, and students (if secondary).
17. Make plan available to the LEA, parents, and public.
18. Translate plan to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.