

Title I Schoolwide Required Components

Coloma Community Schools
Washington Elementary School
COLOMA, Michigan, United States
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Prepared for the Michigan Department of Education

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Title I Schoolwide Required Components

Title I Schoolwide schools must have school improvement plans that address all of the required components. By completing all of the fields within this template the schoolwide plan will comply with federal requirements. The school should ensure that the quality of the narrative minimally meets expectations as indicated on the Schoolwide School Improvement Plan rubric.

http://www.michigan.gov/documents/mde/SchoolwideRubric_222200_7.doc

1. Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) requirement is met by completing the School Data Profile, School Data Analysis, School Process Profile, School Process Analysis and Summary Report. The Comprehensive Needs Assessment must be completed before continuing.

2. Schoolwide Reform Strategies

Schoolwide Reform Strategies must be based upon the analysis portions of the CNA. The reform strategies should be clearly identified within the goals management section of your School Improvement Plan (SIP).

3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)

- 1. Provide an assurance statement that all paraprofessionals meet the NCLB requirements and that all teachers are Highly Qualified OR that the school has a state-approved plan in place for any teachers that do not meet the requirements. Title I funds may not be used for staff salaries unless all *Section 1119* NCLB qualification requirements are met OR a state-approved plan is in place for staff that do not meet the requirements.**

At Washington Elementary School, a part of Coloma Community Schools, I certify that all of our paraprofessionals mee the NCLB requirements and that all of our teachers are highly qualified to teach in their content area.

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools

- 1. Describe the process for attracting high-quality highly qualified teachers to teach in high needs schools. Include the initiatives intended to decrease turnover and retain high quality staff.**

Coloma Community Schools attracts high quality, highly qualified teachers by posting our positions on respected job posting sites as well as our own webpage.

At Washington Elementary School we decrease turnover and retain high quality staff through our mentoring and established evaluation process.

- 2. Identify the experience level of key teaching and learning personnel.**

At Washington Elementary School we have high quality, experienced teaching professionals at each grade level and in on our Title, special education, and specials teams. Our kindergarten staff has (3) teachers with 20+ years of experience, our first grade staff has (3) teachers with 20+ years of experience, our Title 1 team has (2) reading specialists with 20+ years experience, both of our special education teachers have 20+ years of experience and our specials team (Music, Art, and Physical Education)has (2) teachers with 15+ years of experience.

5. High-Quality and Ongoing Professional Development

High-quality ongoing professional development should be clearly identified within the goals management section of your School Improvement Plan.

6. Strategies to Increase Parental Involvement

1. Describe the strategies intended to increase parental involvement.

At Washington Elementary School we have made a concentrated effort to increase parental involvement by adding several parent nights to our school calendar. Along with our meet the teacher night (ice cream social), and conferences, we have added three parent nights, organized by our Title 1 staff to engage parents in learning activities for home. We offer the parents access to our extensive webpage as well as a pin number to track their child(rens) progress academically. Classroom newsletters are sent out every week and a schoolwide newsletter is sent out each month.

2. Describe parental involvement in the following requirements:

a. Program Design:

At Washington Elementary School our parents have played a significant role in the development of this plan. We have a parent advisory team that agreed to help plan our future parent nights.

b. Program Implementation:

At Washington Elementary our parent advisory team has assisted our staff in the implementation of our strategic plan. They have gone above and beyond to help us meet the challenge of increasing our parental involvement.

c. Program Evaluation:

At Washington Elementary School our Title 1 team, along with our parent advisory team will evaluate the participation and the feedback from each parent night.

3. Describe how the school provides individual student academic assessments results, including the interpretation of those results, in a language the parents can understand.

At Washington Elementary School our parents have 24 hour access to their child(rens) assignments and grades. The online grading system allows teachers to print progress reports at anytime they are requested and also allows for parent/teacher correspondence if necessary.

4. Describe the process to develop the school-parent compact.

At Washington Elementary School we developed our school-parent compact as a staff with the assistance of our parent representative. We agreed as a staff that I would discuss the compact at our ice cream social and that our teachers would devote time at our first parent-teacher conference to discuss and sign the compact.

5. Provide an assurance statement that the school-parent compact is discussed at least annually during elementary level parent-teacher conferences.

At Washington Elementary School we devote a portion of our first parent-teacher conference to the discussion and signing of the parent-teacher compact.

6. Upload the school-parent compact.

A school-level parent involvement policy has been uploaded

7. Provide the web site link / address where your schoollevel parent involvement plan/policy can be viewed.

www.ccs.coloma.org

7. Preschool Transition Strategies

1. Describe preschool transition strategies, if applicable.

At Washington Elementary School we have developed a preschool transition plan to help ease the move from preschool into a traditional school setting. We have a preschool on-site, as well as a local preschool in our city that comes into the building to observe one of our kindergarten classes and share in an activity with current kindergarten students. On a separate occasion, the building administrator meets with the parents to discuss transition questions and kindergarten readiness skills. As a part of our strategic plan, we hold a kindergarten round-up each spring to meet with parents and assess our incoming students.

8. Teacher Participation in Making Assessments Decisions

1. Describe how teachers participate in decision-making regarding the use of school-based academic assessments.

At Washington Elementary School the decision making process regarding academic assessment is a staff wide decision. Grade level teams disaggregate student assessment data and discuss student outcomes regarding those assessments. This allows us to make appropriate content, instructional and assessment decisions.

2. Describe how the teachers participate in student achievement data analysis to improve the academic achievement of all students.

At Washington Elementary School we have monthly school improvement and grade level team meetings, where we discuss student achievement data. Our staff disaggregates the data and discusses content, instructional delivery and assessment. Specific intervention strategies are discussed for those students in need strategic or intensive intervention at these meetings as well.

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students experiencing difficulty mastering the States academic achievement standards at an advanced or proficient level (Levels 1 or 2).

At Washington Elementary School we have developed a strategic plan for identifying students experiencing difficulty mastering state standards. The process is initiated through benchmark assessments. Once we have baseline data, our students that are considered in need of strategic or intensive intervention are identified. Our identified students receive skills specific instruction in an inclusive setting with our classroom teachers and Title 1 intervention specialists. They also receive extended pull-out time with our Title 1 intervention specialists in a one-on-one or small group setting. These students are progress monitored every two weeks to assess growth toward proficiency of the standards. If it is determined that the interventions have been successful and the student reaches benchmark, then that student is released from additional supports. If it is determined that the student is not making progress, an intervention meeting is scheduled with our intervention team (school social worker, special education teacher, general education teacher, Title 1 teacher, and administrator) to develop a SIDR (Student Intervention and Data Review Form). A strategic plan is developed and documented for implementation.

2. Describe the timely additional instruction for students with difficulty mastering State academic achievement standards. This requires a process to provide timely additional assistance to students at Levels 3 and 4 proficiency on the MEAP.

At Washington Elementary School we have developed a strategic plan for identifying students experiencing difficulty mastering state standards. The process is initiated through benchmark assessments. Once we have baseline data, our students that are considered in need of strategic or intensive intervention are identified. Our identified students receive skills specific instruction in an inclusive setting with our classroom teachers and Title 1 intervention specialists. They also receive extended pull-out time with our Title 1 intervention specialists in a one-on-one or small group setting. These students are progress monitored every two weeks to assess growth toward proficiency of the standards. If it is determined that the interventions have been successful and the student reaches benchmark, then that student is released from additional supports. If it is determined that the student is not making progress, an intervention meeting is scheduled with our intervention team (school social worker, special education teacher, general education teacher, Title 1 teacher, and administrator) to develop a SIDR (Student Intervention and Data Review Form). A strategic plan is developed and documented for implementation.

10. Coordination and Integration of Federal, State and Local Programs and Resources

1. Describe how the Federal, State and local programs and resources are coordinated to support the Schoolwide program and initiatives in the SIP.

At Washington Elementary our Federal, State and local programs and resources are coordinated through site based decisions that are then submitted to our central office for approval.

2. Describe how the school will use resources under Title I, Part A and from other sources to implement the required Schoolwide plan components:

At Washington Elementary School we use the bulk of our Title 1 A money to support our Title 1 paraprofessionals and our Title 1 reading specialist. With the additional staffing, we are able to address specific academic concerns both in an inclusive setting and through intensive pull-out.

3. Describe the coordination and integration of Federal, State and local programs and services to support eligible Title I, Part A students in a manner appropriate to their grade level. Include, if any applicable programs such as violence prevention, nutrition, housing, Head Start, adult, vocational and technical education and any other programs that help support the Title I-eligible students in your school.

At Washington Elementary School we use the bulk of our Title 1 A money to support our Title 1 paraprofessionals and our Title 1 reading specialist. With the additional staffing, we are able to address specific academic concerns both in an inclusive setting and through intensive pull-out.

We have a local HeadStart program, as well as a preschool on site that are supported by Federal and State grant dollars. We also use a portion of our Title allocation to support all day kindergarten.