

# Title I Schoolwide Required Components

Eastern Washtenaw Multicultural Academy  
Eastern Washtenaw Multicultural Academy  
ANN ARBOR, Michigan, United States  
2010 - 2011

Prepared for the Michigan Department of Education

# Title I Schoolwide Required Components

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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](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.**

Eastern Washtenaw Multicultural Academy's policy states the Academy will not hire any teachers who are not highly qualified according to state mandate of No Child Left Behind.

If any one is not highly qualified, the individual will be placed into a different position if applicable. If there is no other position, that individual maybe terminated.

#### **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.**

EWMAcademy offers many competitive incentives to its teachers. The Academy provides a mentoring program for all teaching staff that has less than 3 years of teaching. The Academy has half day Fridays for students allowing Friday afternoons for professional development, curriculum committees, and grade level team meetings.

Eastern Washtenaw Multicultural Academy attracts high quality, highly qualified teachers by posting our positions on respected job posting sites as well as our own webpage.

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

All core academic classes are taught by highly qualified teachers.

17 Highly Qualified Teachers: Number of Years Teaching

0-2 Years of Experience: 3 teachers

3-5 Years of Experience: 8 teachers

6-9 Years of Experience: 4 teachers

10+ years of Experience: 2 teachers

Highly Qualified Teacher: Classroom Teachers Professional Degree:

B.A/B.S.: 17 teachers

Master Degree: 9 teachers

## **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 Eastern Washtenaw Multicultural Academy 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 (cookies and milk, 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 progress reports to track their child(ren)s progress academically. Classroom newsletters are sent home bi-weekly as well as monthly updates on our web page.

### 2. Describe parental involvement in the following requirements:

#### a. Program Design:

At Eastern Washtenaw Multicultural Academy our parents have played a significant role in the development of this plan. We have a parent advisory committee that agreed to help plan our future parent nights

#### b. Program Implementation:

At Eastern Washtenaw Multicultural Academy our parent advisory committee 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 Eastern Washtenaw Multicultural Academy our Title 1 team, along with our parent advisory committee 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 Eastern Washtenaw Multicultural Academy our parents have on going access to their child(ren)s assignments and grades. Online grading system and assessments allows teachers to print progress reports at anytime they are requested and also allows for parent/teacher correspondence if necessary.

Our quarterly assessment print outs, provide parents with students growth and academic level.

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

At Eastern Washtenaw Multicultural Academy we developed our school-parent compact as a staff with the assistance of our parent representative. We agreed as a staff that the Title 1 Coordinator would discuss the compact at our meet the teacher 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 Eastern Washtenaw Multicultural Academy 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.**

[ewmacademyk12.org](http://ewmacademyk12.org)

## 7. Preschool Transition Strategies

### 1. Describe preschool transition strategies, if applicable.

The early childhood transition to kindergarten is a required component of the Great School Readiness Programs (GSRP). As part of its school wide plan, EWMA (Eastern Washtenaw Multicultural Academy) developed an early childhood transition strategy to guidelines of GSRP.

To develop this strategy, the kindergarten teacher at Eastern the Academy met with preschool staff in the GSRP program. The transition plan provides opportunities for staff to develop and implement common assessments, curriculum, instruction, programs, professional development, and parent involvement as well as specific Pre-Kindergarten- Kindergarten transition activities. There is also a timeline included in the plan. The goal of the transition strategy plans is to prepare preschool students for the kindergarten curriculum and classroom.

GSRP Teachers network with Success by Six. The program helps with transitioning of preschoolers into kindergarten programs. Success by Six is an organization with the WISD that includes Head start, GSRP, Title 1 Preschool, and organizations of the surrounding communities.

Families of preschool children are given information about public school kindergarten programs including schedules, curricula, rules, procedures, expectations, readiness skills and opportunities for parent involvement. The Academy has sponsored three (3) kindergarten roundups with preschool teachers and kindergarten teachers being present. Kindergarten roundups will continue throughout the school year. The Academy will also hold 2 summer roundups that all staff will attend.

Preschool teachers hold meetings with the kindergarten teachers to share and discuss student portfolios and assessments. Results of these meetings will be shared during the May parent conferences regarding kindergarten placements.

Transition strategy plans are implemented throughout the year that enable families and children to visit the school, meet staff, have home visits, participate in small group discussions, make observations, and complete evaluations. The focus of the Early Childhood Transition strategy plan is to build relationships between the GSRP Preschool families and the school.

When EWMA kindergarten staff develops bonds with families of preschool children these families will be more likely to be involved, supportive, and engaged in the learning process of their children. The kindergarten transition experience lays the foundation for all other educational experiences for the family. It is the best time for schools to establish long term relationships with families.

## **8. Teacher Participation in Making Assessments Decisions**

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

At Eastern Washtenaw Multicultural Academy 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 Eastern Washtenaw Multicultural Academy we have monthly school improvement and weekly grade level team meetings, where we discuss student achievement data. Our staff disaggregate 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).

Eastern Washtenaw Multicultural Academy requires that students are assessed in Mathematics, Reading, Language Arts, Science and Social Studies. To identify students with academic difficulties, EWMA uses screening, diagnostic and classroom based assessments. Teachers are required to diagnose and prescribe interventions and activities that help low achieving children meet Michigan State achievement standards as well as master local curriculum. There are several quality opportunities for struggling students at Eastern Washtenaw Multicultural Academy to receive additional assistance in specific, targeted areas such as Special Education, English Language Learners, and Title 1.

Student Selection Criteria:

- Unit Core Assessments: Students are given assessment tests after every unit in core subjects. These assessments were developed by EWMA and are consistent across grade levels. Teachers use the results of the core unit assessments to evaluate their teaching and student achievement.
- KC-4 Assessments: Students are given unit test based on the Michigan Curriculum bench marks and strands they are being instructed on. The test are administrated before and after each unit.
- Compass Learning: The teachers can design individual programs for each student along with a goal they must attain. A student is not allowed to continue on the next activity until the goal score is met.
- MEAP: Students who score at a level of 3 & 4 (grades 3-12) will receive additional help through small group tutoring with a paraprofessional (teacher aide) and Lexia software, which focuses on the areas of reading, language arts and writing.
- NWEA: All students K-12th grades who scored below the 50th percentile in reading, language arts, math, science will have paraprofessionals (teacher aides) work with them in the classrooms in small group or individually.
- Teacher Recommendations: Students K-12th and students who do not have MEAP scores on file can be recommended to receive help from paraprofessionals (teacher aides). Teachers base recommendations on academic skills, social skills, English language skills and NWEA scores below the 50th percentile.
- Authentic Teacher Assessments: All students K-12th are assessed during the first month of school using the Developmental Reading Assessment (DRA). Students that fall below the grade-level target area are recommended for, and are given, small group or one on one tutoring with paraprofessionals. Lexia software is also during technology time and in the classroom used to increase reading levels.
- Readiness: All students K-12th are assessed during the first month of school using various evaluation tools. Scott Foresman placement tests are used along with teacher tests based on grade level and subject area.
- Parent Recommendations: Parents can request additional academic tutoring in areas of reading, writing, math, science and social studies for students in grades K-12. Parents are encouraged to sign their children up for EWMA's summer school program.

### 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 Eastern Washtenaw Multicultural Academy 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 customized instruction with our classroom teachers and Title 1 intervention specialists. They also receive extended time with our Title 1 Teacher and Specialty Teachers in a one-on-one or small group setting. These students are progress monitored after every unit 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 PLP (Personal Learning Portfolio). 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 Eastern Washtenaw Multicultural Academy our Federal, State and local programs and resources are coordinated through site based decisions that are then submitted to our district level coordinator 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 Eastern Washtenaw Multicultural Academy we use the bulk of our Title 1 A money to support our Title 1 paraprofessionals. With the additional staffing, we are able to address specific academic concerns both in an inclusive setting and through intensive push in and 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 Eastern Washtenaw Multicultural Academy we use the bulk of our Title 1 A money to support our Title 1 paraprofessionals. With the additional staffing, we are able to address specific academic concerns both in an inclusive setting and through intensive push ins and pull-out.

We have a Title 1 Preschool program, as well as a GSRP 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.