Title I Schoolwide Required Strategies/Action Steps

If your building receives Federal Title I School Wide funding, you will need to ensure that your school improvement plan includes the following 10 required strategies or action steps that describe what your school will do to address the following statements. You can provide the description in the text box provided here, or you can indicate the page number within your school improvement plan with the item is described. Items 1, 2, and 5 of the requirements are fulfilled when you complete a comprehensive needs assessment, identify the academic needs of students in the building, and identify High Quality and On going Professional Development . The following are requirements 3 – 10 for Title I schoolwide buildings.

The following pertain to highly qualified staff:

3.	Describe the plan and implementation process in place for teachers to become Highly Qualified. If all staff (teachers and paraprofessionals) are Highly Qualified provide an assurance statement:

4.	Describe the process for attracting high-quality Highly Qualified teachers to high needs schools:

The following pertain to parental involvement:

6a.	Describe the strategies to increase parental involvement:
6b.	Describe the process of parent involvement in the following:
	(1). Program Design:
	(2). Program Implementation:
	(3). Program Evaluation:

6c.	Describe the process to develop and to use the parent compact:

6d.	Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand:

6e.	Provide an assurance statement that the compact is used annually at elementary-level parent teacher conference:

6f.	Upload the school-level parent involvement policy.

The following pertain to transition strategies:

7a.	Describe preschool transition strategies and the implementation process:

7b.	If the school serves only middle school or high school grades, this section is not required, however good educational practice would include transitional strategies at all levels. Those entries are encouraged here:

The following pertain to teacher assessment decisions:

8a.	Describe how teachers have input into the decisions regarding the use of school-based academic assessments:

8b.	Describe how the teachers are involved in student achievement data analysis to improve the academic achievement of all students:

The following pertain to timely additional assistance:

9a.	Describe the process to identify students experiencing difficulty mastering the state's academic achievement standards at an advanced or proficient level (levels 1 or 2):
9b.	Describe opportunities for timely additional instruction for students with difficulty mastering state academic achievement standards (this requires a process to provide timely additional assistance to students at level 3 and 4 proficiency on the MEAP):

The following pertain to coordination of resources:

10a.	Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan:

10b.	Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide plan components:

10c.	Describe the coordination and integration of the following Federal, State and local programs and services in a manner applicable to the grade level: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training:

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