

Melvindale High School Schoolwide Program Plan

This template is aligned to the program requirements for Title I Targeted Assistance and Schoolwide schools as described in sections 1112, 1114, 1115, 1116, 2102 and 8101 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA).

Name of School: Melvindale High School

Title I Program Type: Schoolwide

Requirement 1: Comprehensive Needs Assessment

[Sections 1112(b)(1), 1114(b)(6), 1115(e)(2)(A)]

1. The school has engaged in a comprehensive needs assessment as the basis of its program development and to determine the focus for the use of its Title I, Part A funds. **YES**

Requirement 2: High Quality Instruction and Supports for All Students

[Sections 1112(b)(1)(A), 1112(b)(1)(D), 1112(c)(7), 1114(b)(7)(A)(i), 1114(b)(7)(A)(ii), 1114(b)(7)(A)(iii)(I) and 1115(b)(2)(G)(i)]

1. The school has in place a high-quality curriculum aligned to State Standards. **YES**

2. Which strategies from your Continuous Improvement Plan are focused on developing, strengthening, or implementing a well-rounded program of instruction to meet the academic needs of all students?

*List the specific **academic** strategies from your plan in MICIP with a focus of improving instruction for all students.*

John Collins Writing
Melcast- Language Literacy and Vocabulary
STAR Reading Program
Read 180
Credit Recovery
ESL Academy
ESL Bridge Classes
CTE Classes
Formative assessment
Support teachers
Parent-involvement activities
IXL Program
Carnegie Math Program
After-school tutoring
ACCESS

Title I Math Enrichment Classes?

Title I Reading Enrichment Classes?

3. If the school uses Title I, Part A funds for early childhood, we assure that such programs meet or exceed Head Start standards. **N/A**

4. Which strategies from your Continuous Improvement Plan are focused on improving conditions for learning and skills for all students outside the academic subject areas?

*List the specific **non-academic** strategies from your plan in MICIP with a focus of improving conditions for all students.*

*Counseling Department
Social worker
College adviser
Career adviser
Clubs and organizations
Sports
Internship opportunities
ACCESS*

Requirement 3: Identification and Monitoring of High Need Students

[Sections 1112(b)(6), 1112(b)(9), 1112(b)(1)(B), 1112(c)(1), 1114(b)(3), 1114(b)(7)(A)(iii)(III), 1115(a), 1115(b)(1), 1115(b)(2)(G)(iii), and 1115(c)]

1. Describe how teachers, in consultation with parents, administrators, paraprofessionals and specialized instructional support personnel will identify children who may benefit from Title I services.

Describe:

- *What process is used? Does this differ by content area?*
 - *If a student does not score proficient on assessments, is failing two or more classes, and/or has more than 12 absences they will be considered for MTSS services.*
- *How often is the identification collected, updated, etc.?*
 - *LTF: Minimally, staff checks students progress reports every card marking period.*
 - *ESL: Students are screened upon entrance and tested yearly.*
 - *Special Education: IEPs are annually reviewed and students may be screened for eligibility upon request.*
- *How is the data kept—charts, lists, what?*
 - *LTF: The counseling department maintains a list of students who are recommended for LTF.*
 - *ESL: ESL Instructional Coach maintains records.*
 - *Special Education: Case workers maintain records.*
 - *Central office oversight occurs for all programs.*
- *How will the school ensure “categorically eligible” children are included?*
 - *There are multiple layers of oversight and eligibility is a continuous process.*

May attach a copy of the written process instead
-attach LTF program process

2. Describe the entrance and exit protocol used to identify students who may have the greatest need for supplemental services and to exit those students from services when deemed no longer necessary.

Describe:

- *What protocol is used?*
 - *LTF: If a student is failing two or more classes and/or has more than 12 absences they will be placed in the program. If the student’s grades and attendance improve, they can exit the program.*
 - *ESL: Students that identify as speaking a second language at home take a placement exam when entering MHS. Based on this exam, students take the WIDA Screener, which determines whether they are placed in the ESL academy. Students take the WIDA every year and once their scores are above the state requirement, they can exit the program.*
 - *Special Education: Students are recommended for special education services by parents/teachers and the decision is made by the special education department. If it is determined in an IEP meeting that a student no longer requires Sp. Ed. services, they will be exited from the program.*

● <i>How often is this protocol used?</i>
○ <i>As needed</i>
● <i>What specific educationally related measures are used as part of the protocol? Do those measures differ by grade level and/or content area?</i>
○ <i>LTF: based on grades/attendance</i>
○ <i>ESL: WIDA Screener</i>
○ <i>Special Education: screening tools</i>
<i>May attach a copy of the written protocol instead.</i>

3. Describe how the progress of participating students is monitored and reviewed on an ongoing basis.

<i>Describe:</i>
● <i>See above</i>
<i>May attach a copy of the written process instead.</i>

Requirement 4: Services to High Need Students

[Sections 1112(b)(1)(C), 1112(b)(5), 1112(b)(6), 1112(b)(11), 1114(b)(7)(A)(iii)(III), 1115(b)(2)(A), 1115(b)(2)(B), 1115(b)(2)(G)(ii), 1115(e)(2)(A), and 1115(e)(2)(B)]

1. The school will minimize removal of children from the regular classroom during regular school hours for the delivery of supplemental services. **YES**

2. Describe the Title I, Part A program services which are provided to high need children to support the provision of a well-rounded curriculum to those children.

Describe specifically how high need students, including homeless students, are provided additional programming, activities, or academic courses during the school day which may not be available to all students and are designed to help them meet the challenging State academic standards. Include both academic and other non-academic services such as health, nutrition, general welfare needs, and other social services. Include a description of the program and services, when the additional services occur, and who is responsible for providing the service.
May attach a copy of program brochures or pamphlets instead.

3. If applicable, describe any expanded learning time, before- and after- school programs, and summer programs and activities offered to high need children.

Describe how the programming is in addition to programming available to all students. Include a description of the program(s), when the program occurs, and who is responsible for providing the programming.
May attach a copy of program brochures or pamphlets instead.

Summer school
After-school tutoring
ACCESS
Credit recovery
Free breakfast
Summer food program

4. If applicable, describe any schoolwide tiered model to prevent and address behavior problems and early intervention services designed to support high need students.

Describe the model or services provided. Identify how the services will coordinate with the primary behavior intervention program. Identify how the services will coordinate with similar activities and services carried out under IDEA. Identify how the services will focus on reducing the overuse of exclusionary discipline practices.
May attach a complete description of the schoolwide primary and tiered behavior program for the school instead.

Restorative justice practices are implemented when available and appropriate.

Requirement 5: Coordination, Integration, and Transitions

[Section 1112(b)(8), 1112(b)(10), 1112(b)(12), 1112(c)(4), 1112(c)(5), 1114(b)(7)(A)(iii)(II), 1114(b)(7)(A)(iii)(V), 1114(b)(5), 1115(b)(2)(C), and 1115(b)(2)(F)]

1. In what ways is the Title I, Part A program coordinating with and supporting the regular education program?

Describe the ongoing coordination between regular education and the Title I program.

- *How do the programs communicate?*
- *How is information shared?*
- *Who has primary responsibility for the student's education and progress?*
- *What role does Title I staff play in the school?*
- *How does the Title I staff work in cooperation with the regular classroom teachers?*

May attach a copy of the written process instead.

Reach out to Jackie to find out where Title I funds are allocated at MHS

2. For schools with kindergarten or a Title I funded preschool program: Describe the school's early childhood transition strategies for preschool age children.

N/A

3. For all schools: Describe the school's transition strategies for children entering or exiting the grade span served by your school.

Include a description of the transition strategies.

- *At the beginning of each school year, there is an orientation for each grade level.*
- *There is a parent orientation for incoming freshmen.*
- *There is an 8th grade orientation at the end of 8th grade year for incoming freshmen.*
- *Financial aid parent night is offered for seniors.*
- *College application night is offered for juniors.*
- *Middle College orientation is offered for freshmen.*
- *Communications and resource materials provided over time.*

4. For high schools: Describe the school's preparation and transition strategies for children to transition to post-secondary opportunities, including supports offered for dual enrollment, AP, IB and CTE/work-based learning.

Includes a description of the preparation and transition strategies.

- *The counseling department hosts speakers from different colleges throughout junior and senior year.*
- *FAFSA night, college adviser, career adviser*
- *Dollars for Scholars program*
- *CTE Work-Based Learning Program*
- *Early-middle college*
- *Dual enrollment and AP courses are available*
- *Communications and resource materials provided over time.*

4. The school will coordinate and integrate Title I, Part A services with other educational services at the school to increase overall program effectiveness, eliminate duplication, and reduce fragmentation. The school will ensure that the funds from other federally funded programs will be used to supplement services provided to children with Title I, Part A funds under this program. This includes services and programs for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youth. YES

5. The school will collaborate with the state and local child welfare agencies to address the transportation and other needs of children in foster care. YES

Requirement 6: Instruction by Effective, Qualified, and Licensed Staff

[Sections 1112(b)(2), 1112(c)(6), 1112(e)(1)(A) and 1114(b)(7)(A)(iii)(V); [MCL 380.1231](#)]

1. All the instructional support paraprofessionals, in the Title I, Part A building, meet state qualification requirements for instructional paraprofessionals. YES

2. All the teachers, in the Title I, Part A building, meet state qualification, certification, and licensing requirements for their assigned placement. YES

3. The school will support parental right-to-know requirements outlined in ESEA Section 1112(e)(1)(A) regarding teacher and paraprofessional qualifications. YES

4. If the school cannot answer “YES” to questions 1 and 2, please describe the local efforts to address disparities in the distribution of ineffective, inexperienced, or out-of-field teachers.

N/A

Requirement 7: High Quality and Ongoing Professional Learning

[Sections 2102(b)(2)(A), 2102(b)(2)(B), 2102(b)(2)(F), 1114(b)(7)(A)(iii)(IV), 1115(b)(2)(D), 1115(d), and 8101(42); [MCL 380.1527](#) and [MCL 380.1526](#)]

1. Please describe the school’s professional development program that outlines ongoing professional learning for all instructional staff, principals, and other school leaders.

<i>Ensure that the description of the professional development program identifies:</i> <ul style="list-style-type: none">● the learning objective of each training● the intended audience for each training● a timeline for the trainings <i>It should be clear that the professional development efforts are sustained and ongoing relating to common learning objectives rather than individual isolated events.</i> May attach a copy of the school’s professional development program/calendar instead.	
<i>Technology</i>	
	<ul style="list-style-type: none">● Integrating the effective use of technology in the classroom● Teachers and administrators● Ongoing
<i>John Collins</i>	
	<ul style="list-style-type: none">● Effective writing and grading strategies● New teachers receive training● Ongoing implementation is maintained by teachers
<i>MELCAST</i>	
	<ul style="list-style-type: none">● Providing differentiated instruction to students, with emphasis on ESL students● New teachers receive training● Ongoing implementation is maintained by teachers
<i>Curriculum Prioritization and Alignment</i>	
	<ul style="list-style-type: none">● Providing department time to work on standard prioritization, common assessments, data evaluation, and pacing guides● Teachers● Ongoing

2. Please describe the induction and mentoring program within your school.

<i>Description should address:</i> <ul style="list-style-type: none">● How long does it last?● What learning objectives/training are part of the induction program?● How are mentors assigned?● What is the calendar/timeline of induction and mentoring activities?● Who is responsible for new teacher training?● Who oversees the mentoring program? May attach a description of the induction and mentoring program instead. New teachers are assigned a mentor teacher in which they attend monthly meetings at central office. The mentor program lasts one year.

3. The school assures that professional development activities funded by Title I, Part A will be coordinated with other professional development activities held within the school **YES**

Requirement 8: Strategies to Increase Parental and Family Engagement

[Sections 1112(b)(7), 1114(b)(2), 1114(b)(4), 1115(b)(2)(E), and 1116(b)-(f)]

1. Attach the school Parent and Family Engagement Plan that implements the district Policy.

Check the legislative citations listed in the Parent and Family Engagement template.
https://www.michigan.gov/documents/mde/Parent_and_Family_Engagement_Plan_Template_630927_7.docx
Must attach a copy of the school's Parent and Family Engagement Plan

2. Attach the Title I School-Parent Compact.

Check the legislative citations listed in the Parent and Family Engagement template.
https://www.michigan.gov/documents/mde/Parent_and_Family_Engagement_Plan_Template_630927_7.docx
Must attach a copy of the school's Title I Parent Compact

Requirement 9: Program Development, Review and Revision

[Sections 1112(a)(1)(A), 1112(a)(5), 1114(b)(2), 1114(b)(3), 1115(b)(2)(G)(iii), and 8538; [MCL 380.1277 \(2\)\(c\) and \(1\)](#)]

1. The programs outlined above were developed, reviewed, and revised with timely and meaningful consultation that included:
- a. Teachers **YES**
 - b. Principals and other school leaders **YES**
 - c. Paraprofessionals **YES**
 - d. Specialized instructional support personnel **YES**
 - e. Other appropriate school personnel **YES**
 - f. Parents and Families **YES**
 - g. Students **YES**
 - h. Community members **YES**
 - i. Tribes and Tribal Organizations **NO**
2. The Title I program will be reviewed at least annually and revised as necessary **YES**
 Date Title I program was last reviewed/revised: **04/08/2021**
3. The programs outlined above will be regularly evaluated and revised as necessary to ensure eligible children receive the assistance needed to enable them to meet the challenging State academic standards. **YES**

Schools with Title I, Part A funded programs should complete this Title I Program Template, together with any attachments, and retain a copy of the completed template along with supporting attachments locally.

The completed template, along with supporting attachments, may be requested and should be made available for review by the Michigan Department of Education during program monitoring.