

Title I Targeted and Schoolwide Program Requirements Template

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: North Muskegon Elementary

Title I Program Type: Targeted Assistance

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?

Continued improvement of instructional practices in math and reading, additional reading resources for teachers to use for both whole class and small group instruction, and improvements in our data analysis and intervention systems.

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

We are revamping our PBIS, including having all staff become trained in Therapeutic Crisis Intervention's (TCI) hands-off skills.

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:

- We use the NWEA MAP scores, parent input, and teacher observations to determine which students qualify for Title I supports.
- This occurs at least three times a year, in the fall, February, and May.
- Data is stored in specific spreadsheets with all relevant data for all students, Title I or not.

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:

- Each time students take the NWEA MAP test, their scores, the Title I teacher, classroom teachers, parents, and administrators collaborate to determine which students still qualify for Title I supports at that time
- Three times per year: October, February, and May
- This process is uniform for grades 1-5

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

Describe:

- Progress monitoring is done by the administration, the Title I teacher, and the school psychologist
- The NWEA MAP assessment, teachers' classroom assessments, and the Title I teacher's observations are used
- This is done three times a year: October, February, and May

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. **NO**
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.

When identified, a student is then provided regular additional small group instruction in math and/or reading by our intervention specialist. This occurs during WINN time (“What I need now”). Those who are homeless typically get supports with transportation, school supplies, and other related materials.

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

Students receiving Title I supports do not miss core instruction. They only “miss” WINN time and possibly some other independent learning time in order to get their small group intervention supports with the Title I interventionist. This happens during the regular school day.

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

We do not use Title I funds to pay for any behavioral supports - it is exclusively used for academic supports. We do, however, have a Positive Behavioral Intervention Support System that is district-wide and offers tiered levels of behavioral supports to all students.

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?

The Title I and regular education programs are dovetailed. Core instruction always occurs with the rest of a student's class. When we have "WINN" (What I Need Now) time, students can get additional help in small group settings with our Title I interventionist, based on standards they still need to master.

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

When new students enter our school from preschool, we have an orientation/screening day that helps identify if a student needs Discovery Kindergarten (a planned retention) or is ready for Kindergarten. This assessment is made using academic skills but also social/emotional development as the interact with peers. We communicate with parents the entire time and after to keep them in the loop and to hear their input.

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

We only offer Title I services (not counting homeless) to students in the elementary. Therefore, students are able to continue on from grade-to-grade within one building system until the end of 5th grade, hence transitioning isn't needed. For those entering the middle school, we do offer courses such as ACRI (reading intervention) and Numeracy (math intervention) courses using 31a "at risk" funding.

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.

● N/A

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.

We do not have any teachers on staff that would be classified as ineffective, inexperienced, or out-of-field using the definitions provided by the MDE.

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.

Our professional development is driven by our district improvement goals as identified through our annual district improvement process, including a comprehensive needs assessment. Based on our strategies and activities within our district improvement plan, we provide staff with corresponding and appropriate training for professional development. The plans are created by the District Improvement Team which includes teachers, administrators, and school board members.

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

We follow all legal requirements for new teachers being mentored and having additional professional development support.

- 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 **NA**

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.

[NME Parent and Family Engagement Plan](#)

- 2. Attach the Title I School-Parent Compact.

[NME Title I Compact 20-21](#)

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 **NO**

- 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: **3/2021**

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.