

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: Whiteford Elementary School

Title I Program Type: Targeted

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?

We are using formative and summative assessment results to drive classroom instruction and make intructional decisions for students. This allows for a more personalized learning approach for all students. Continued practice with data interpretation to help teachers read reports and determine strengths and deficits to improve targeted instruction.

3. If the school uses Title I, Part A funds for early childhood, we assure that such programs meet or exceed Head Start standards. **NO**
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?

Providing an environment that supports our students' mental well-being with Daily Classroom Check-ins, morning meetings, self-monitoring practice, and monthly lessons to promote mindfulness and awareness are implemented by our staff. Our school counselor also provides small group work to give instruction for personal coping strategies based on individual need.

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.

Our district uses NWEA, STAR and Rigby testing for grades K-3, as well as some MLPP testing portions in grades K-1. We also have sight work checks every week, with quantitative data recorded every marking period. In grades 4-5, we use the NWEA and STAR testing to help make instructional decisions. We also collect fluency and comprehension data, formative assessment data from classroom exit tickets, CFA teaching and assessment cycles, and unit tests.

Teachers give these assessments to the students in a supervised testing environment, as well as providing individual tests with Rigby and MLPP in lower elementary. Administrators are included in any decisions that display a lack of academic growth with our students. Support services are also included with decisions to support students as growth reports are provided from teachers to help with intervention activities. Additional support from paraprofessionals to provide targeted practice with letters, and sounds, sight word recognition and practice, as well as support for specified content area skills is utilized.

Our NWEA District Assessment is given to students three times per year; beginning, mid, and of the year to make instructional decisions. STAR testing is provided every marking period as well as intermittently to determine growth or deficit areas. Rigby and MLPP assessments are given every marking period or as needed for progress monitoring, as well as continued sight word re-checks, and fluency information.

Each teacher keeps a data binder with updated lists and charts for student assessment record keeping.

Student support is determined by thorough examination of all data points as well as classroom performance. K-4 students are given an Irip if they fall below certain RIT scores set forth by the NWEA student norms in ELA, along with deficits on the other assessments. Further examination on scores in mathematics on all tests is also detailed to provide appropriate supports.

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.

Students' assessment scores are evaluated based on predetermined thresholds for each test at each grade level for the various time periods of testing. If students fall below those levels for at least two of the tests, they are recommended for Title I Assistance. This recommendation can come at any time that student data is evaluated. Classroom teachers will review results of their data collection with their PLC contact team which will also include the principal and support personnel as needed. At that time, the parents of the students that need additional support will be contacted and asked to review the information, ask

questions, and sign their acknowledgement on our Title I Compact Form as well as as Irip form as needed.

These determinations are reviewed every 6-9 weeks, or sooner if a student is making significant gains in the classroom, or are having challenges with grade level material. The decision to provide Title I support or withdraw support for any student student is a fluid option that can have students moving in and out of the program. Assessment data is reviewed on an ongoing basis, and benchmark data provides a framework for the level of support provided.

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

Student progress is monitored continually for our Title I Program as district and classroom assessments are given. Classroom teachers also provide formative assessments to determine student growth throughout the school year. Data is collected and reviewed to determine levels of support for each student. As students make improvements and have academic gains or losses, these are noted and changes in supports are made at that time.

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.

All students are entitled to receive Title I services at Whiteford Elementary students based upon their need and any deficit area that they may display. Ongoing support may included academic and nonacademic resources as needed. Some students may be eligible to obtain Free or Reduced breakfast and lunch provisions daily, and will have the opportunity to receive social emotional support from the elementary school counselor. These services are based on need, and other at-risk factors set forth by the district.

All student will receive classroom instructioin based on these levels of need: Tier I – researched based, educationally sound instruction provided by the classroom teacher. This may include small group or individual work that focuses on specific skill development. Tier II – Title I Assistance is provided within the classroom to support students that fall below the testing threshold levels. This assistance is in addition to the classroom and small group work, and is specific to skill deficits that each student displays. Targeted skill and sight word development, letter/sound correspondence, decoding, and fluency are also a focus. Tier III – Small group or individual intervention provided by an intervention specialist, and is a more intense level of instruction with very specific practice and help.

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

During this time of social distancing and mitigation of spread of illness, our summer programming as well as our family engagement activites have been suspended. We plan to provide take home Summer Bridge activities to all students during the summer of 2021, and also be able to host “Pop-Up” Lit Labs for all students for six days throughout July and August. These Lit Labs would have a focus on one reading strategy every week along with the instruction and use of a reading and/or wiritng tool. Children would be invited to take home new and/or gently used books donated to this program, and would also be supported by teachers or paraprofessional aides. These skills and strategies would be pulled from a tradebook story that provides rich engaging text and an enjoyable high interest story.

Our parent engagement activities included a read aloud modeled from our building Reading Specialist, and was followed by supporting activities in the areas of writing, math, science, and/or art. Families were invited to share in all of these activities with their children, and enjoy a light dinner as well. The elementary reading committee hosted these events, and were free to the community. We hope to provide these family literacy nights again.

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 provide instruction for, and promote individual self monitoring skills with the “Zones of Regulation” model for all students. Utilizing this model has helped to provide knowledge and understanding of how to regulate feelings of frustration, anger, anxiety, sadness, as well as feelings of embarrassment, confusion, and sadness. Additionally, students are asked to do a daily Mental Health Check-In with their classroom teachers to help gauge their feelings for the day. With this information, teachers can find out if a student needs additional support from them, or to meet with the school counselor for a deeper conversation. Teachers also have incorporated a morning meeting to develop a sense of belonging and community for all students, and to focus on a social emotional skill.

Several staff members also provide monthly classroom lessons that support mindfulness, friendship, kindness, and inclusiveness. These lessons help to maintain a message of self-control and kindness. The elementary school counselor has also put together small group sessions that meet once per week. These groups were pulled together by student/parent request, or teacher/staff recommendation. These groups target specific emotional needs that students have, as well as teach skills and strategies for coping.

With the implementation of these activities, and the layers of support that are in place; classroom teacher, counselor, support staff, admin and parents, behavior issues among small groups of students as well as individual problems has dropped dramatically. Smaller incidents that have arisen are handled by the classroom teacher, the principal, and then the school counselor as needed. Parent support and communication is always requested.

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 classroom teacher has the primary responsibility for our students' education and progress. The teacher is the advocate for any needs or services that is necessary for academic and personal growth and development. The teachers keep accurate and current assessment data, school performance records, and behavioral concerns on file for each of their students. As the school year progresses, teachers meet to collaborate with their peers every week to review and discuss data, research based instructional techniques and practices, as well as effective activities that support the growth and development of their students at their level..

Title I paraprofessionals are assigned to a grade level and work directly with the classroom teachers. They provide services and instruction with the resources and material that the teacher prepares and is necessary to help the students be successful. Teachers and paraprofessionals are in daily communication with each other, and work jointly and collaboratively to help all students that are in need.

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

Include a description of the transition strategies for preschool age children that involves more than a once a year visitation to the kindergarten classroom or kindergarten roundup event.

- *Visits and Orientations*
- *Training for parents or teachers*
- *Communications and resource materials provide over time*

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

As students transition from kindergarten through fifth grade, we have no formal program or structure that we follow in our school. We do host 'End of the Year Celebrations' to provide closure to students as the school year ends, and this is also our time to commemorate the sense of accomplishment as children will transition to a new grade when the school year begins again. Students entering kindergarten go through a screening process that includes hearing and vision testing, the Brigance assessment for Kindergarten aged students, and an individual meeting with the principal to review scores and any other pertinent information. We also offer an orientation that gives the children an opportunity to visit a kindergarten classroom with the teachers, do an activity together, and have a snack. All of the parents and guardians are meeting with the principal and transportation director at the same time to review policies and procedures and have any questions answered. Additionally, a team of people including; the elementary principal, school counselor, a kindergarten teacher, the district liaison officer, transportation director, and the superintendent, visit the local pre-school during the winter prior to the kindergarten roundup to answer any questions and review the new student registration process.

The fifth grade students that are transitioning over to the middle school building will also visit their new building during the spring time before they have been promoted to the sixth grade. This visit includes time with the sixth grade teachers, a review of opportunities, electives, and privileges that come with a new grade level, as well as a chance to have lunch in the cafeteria to experience the lunch program for middle school students. The incoming sixth graders also attend the orientation at the beginning of the new school year in which they get their classroom assignments, locker partners, and a review of the upcoming schedule. All of these activities support student transitions. If any student at any level requires additional support or interventions for their transition to a new environment, we will schedule these as needed.

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.

- *Visits and Orientations*
 - *Training for parents or teachers*
 - *Communications and resource materials provide over time*
 - *Dual enrollment or con-current enrollment programs.*
 - *AP and IB Programs*
- CTE and/or work-based learning programs.*

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.

Describe any recruitment, retention, or other such programs the school or district has in place to ensure all staff are properly qualified, certified, and licensed for their assignments and effective in their roles.

Include any initiatives funded by Title II and/or other funding sources.

May attach a description of the program(s) instead.

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.

At Whiteford Agricultural School District, we utilize the Professional Learning Community Process. Teachers and school leaders attended the PLC Institute of Learning to gain valuable knowledge on the process. Throughout this journey, we have developed a strong capacity for teaching and learning, and have learned how to target very specific needs of students. We have initiated several common practices that support this process and allows for professional growth as educators.

We have incorporated Professional Learning Communities for each grade level band and content area department. These PLC groups work together every week during emebdedd common planning time throughout the school year. This time is spent focusing on student learning and effective teaching. Teachers work together to plan research-based instructional strategies and prepare lessons that promote and support all students.

Common formative assessments are developed to assess specific essential standards that students are required to attain. Assessment data is reviewed and analyzed to determine the most effective teaching strategies to intervene and support for increased student success. Throughout this process, professional development occurs naturally because of the expectation to respond appropriately and effectively to student needs. Teachers work collaboratively and share successes and techniques that help support student growth and development.

Additionally, we have instructional coaches on staff that support the coaching model; Plan, Teach, Debrief. Including this model into our instructional practice has helped to increase teacher effectiveness. We employ the 5D+ Training model to support our effective classroom instruction, and these dimensions of learning have provided an opportunity for self-reflection, appropriate instructional feedback, and inquiry for authentic improvement of instruction. The research-based stategiees provided within this framework continually gives teachers the opportunity to hone and target instruction.

District provided professional development activites center around the PLC process, as well as incorporates new training for materials or resources that will be used in the classrrom. PLC leadership for each group carries additional responsibilities for those educators that maintain that role, and also requires learning activities to promote shared leadership among the professional colleagues at each level.

School leaders meet on an on-going basis to practice the PLC process and work to support the needs of all groups. They attend workshops, trainings, and meetings that give them the opportunity to increase their capacity for guidance and supervision. Continued practice of this model ensures professional growth for educators.

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

Please see attached.

- 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](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](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 **N/A**
 - f. Parents and Families..... **YES**
 - g. Students **YES**
 - h. Community members **NO**
 - i. Tribes and Tribal Organizations..... **N/A**
- 2. The Title I program will be reviewed at least annually and revised as necessary **YES**
 Date Title I program was last reviewed/revised: **9/30/2019**
- 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.