

Title I Targeted and Schoolwide Program Requirements

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: Washington Elementary

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?

Lexia Reading Reveal MH+ Math

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?

PBIS Matrix MTSS Framework

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.

We use a variety of testing. Teachers, parents, and/or paraprofessionals use their local tests to notice a trend in low scores after interventions to put a student on the radar for Title services. Specialized instructional support personnel and administration will often use NWEA testing and look at not only the current year, but subsequent years proficiency percentile. If a trend looks low and stagnate or is declining we will often consider the students for Title. Additional testing is given when student is identified to determine where specifically a student is struggling.

Process

- Step 1 - NWEA RIT 40th Percentile and Below
 - Step 2 - NWEA Foundational Skills Follow-up (includes phonology) (for those who were in the 40th percentile and below)
 - Step 3 - 1-to-1 paper-based phonics assessment and fluency with comprehension
 - If students show grade-level competency in the above assessed areas, they could lifted (in consultation with teachers) from an IRIP and Title services.
 - We also consult with teachers who have students who may have been right on the cusp of the 40th percentile and students who are showing a huge discrepancy between NWEA scores and classroom performance.
 - All Title students receive an individual report on areas of strength and areas in need of support twice a year.
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.

In addition to the entrance steps above, students who score above the 40th percentile on the next NWEA or have shown grade level skills in all of the key foundational areas (phonology, phonics, fluency with comprehension), as assessed through the Foundational Skills assessment and 1-to-1 assessments, can exit. The format of WIN has also enabled us to have continuous communication with teachers and we are able to informally monitor how students engage with additional activities during WIN.

3. Describe how the progress of participating students is monitored and reviewed on an ongoing basis.
- Continuous use and revisiting of the 1-1 phonics assessment from above as students move through skills.
 - Our groups and 1-to-1 meets are extremely fluid. Almost all students, between 1-to-1 meets and individual binders, have their own specific skills that they are working on. This enables us to monitor and swap in review or new skills as needed on an individual basis.

- We are not following one program in lockstep, which enables us to provide monitoring on any day and timely updates and adjustments to materials (as soon as the next day). We do not have to wait until the end of a chapter or text and students do not have to wait for each other if they are ready to move on.
- Students at incoming schools are marked as having received Title services in the past. We reassess those students using Fall data. Outgoing students are also marked as having received Title support.
- Within grade level meetings
- Cross grade level meetings
- Close communication on transition between Title teachers within a building if a student had a different Title teacher the year before
- Email and phone communication between Parkview and Washington if students transfer
- Building meeting between Washington and the CUE

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.
 - We have a designated What I Need (WIN) time where core instruction is halted and every students is divided based on their needs to receive their specific academic support. The Student Support Specialist also runs special socio-emotional groups during lunch time for students who need additional support that are not academic. All students have a special weekly socio-emotional lesson using the program Second Step. All students have a weekly health class where nutrition, health, and general welfare is discussed. We also have universal free breakfast and lunch program to ensure all students are fed.

Roles

- Student Support Specialist
- School Social Worker
- School Psychologist

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

We have weekly tutoring for multiple buildings.

We have after school reading programs for Washington and Parkview elementaries. Each building ran three sessions of bi-weekly meetings for six weeks. They had a culminating experience at the community library that included parents and a tutorial on book check out procedures.

We offer a three week summer school experience for our at risk students. They have daily lessons focused on hands on learning with experiences in physical activity. All students receive academic and social emotional support.

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



ALL SETTINGS	<ul style="list-style-type: none"> • Stay in supervised areas • Keep hands, feet, and objects to self • Report broken items • Report unsafe behavior 	<ul style="list-style-type: none"> • Have a Positive Attitude • Be Kind and Helpful • Clean up after yourself • Speak Appropriately 	<ul style="list-style-type: none"> • Be on time and prepared • Line up quickly and quietly • Follow Dress code • Follow Directions the first time they're given
CLASSROOM	<ul style="list-style-type: none"> • Sit in seats properly • Keep hands, feet and objects to self • Follow all fire, severe weather, and lockdown drill procedures • Stay in assigned location 	<ul style="list-style-type: none"> • Be helpful and kind • Speak at appropriate times • Follow directions immediately • Use Whole Body Listening 	<ul style="list-style-type: none"> • Be on time ,positive, and prepared • Use whole body listening • Do your best work and participate •
CAFETERIA	<ul style="list-style-type: none"> • Walk at all times • Hands, feet and objects to self • Stay in seat until dismissed • Carry lunch tray with two hands 	<ul style="list-style-type: none"> • Use polite table manners • Be patient in line • Be Helpful and Kind 	<ul style="list-style-type: none"> • Raise your hand to use the restroom or to empty your lunch trays. • Keep food in Cafeteria • Clean up your eating area
ASSEMBLIES	<ul style="list-style-type: none"> • Maintain personal space • Enter and exit in an orderly manner • Stay with your group or class 	<ul style="list-style-type: none"> • Use Whole Body Listening • Show appreciation (applause) 	<ul style="list-style-type: none"> • Sit quietly with feet and hands to self • Respond to quiet signal • Listen to adults

HALLWAYS	<ul style="list-style-type: none"> • Walk at all times on the right side • Keep hands ,feet, and objects to self • Keep lockers and floor clear and organized. • Be aware of your surroundings 	<ul style="list-style-type: none"> • Place litter in trash cans • Use your inside voice • Be respectful of other classrooms • Be kind and helpful 	<ul style="list-style-type: none"> • Close lockers and classroom doors quietly • Go directly where you are expected
BATHROOMS	<ul style="list-style-type: none"> • Wash hands using soap and water and dry hands completely • Keep water in sinks and toilets • Avoid horseplay • Keep electronics in classroom or locker. 	<ul style="list-style-type: none"> • Keep hands , feet, objects, and body to yourself • Respect privacy of others • Clean up after yourself 	<ul style="list-style-type: none"> • Do your business quickly • Flush the toilet • Inform teacher of any problems • Keep bathroom graffiti free
LOCKER ROOMS	<ul style="list-style-type: none"> • Keep hands , feet, objects, and body to yourself • Leave electronics out of the locker room. 	<ul style="list-style-type: none"> • Clean up after yourself • Respect privacy of others • Only touch your belongings • Be kind and helpful 	<ul style="list-style-type: none"> • Close and lock lockers • Report any problems to your teacher
BUSES	<ul style="list-style-type: none"> • Walk at all times • Keep hands, feet, and objects to self • Be seated facing forward • Wait for bus to 	<ul style="list-style-type: none"> • Listen and follow directions • Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> • Be on time • Respond to bus quiet signal • Tell office about bus changes • Keep track of belongings

	stop before standing <ul style="list-style-type: none"> Keep aisle clear 		
	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
OUTSIDE RECESS	<ul style="list-style-type: none"> Report problems to an adult Think and act safe Dress for the weather Be aware of others 	<ul style="list-style-type: none"> Be a good sport Hands and feet to self Respect school property Let everyone play Use appropriate language 	<ul style="list-style-type: none"> Use equipment responsibly Place litter in trash cans Wait your turn Line up quickly and quietly
ENCORE	<ul style="list-style-type: none"> Sit in seats properly Keep hands, feet and objects to self Follow all fire, severe weather, and lockdown drill procedures Stay in assigned location 	<ul style="list-style-type: none"> Be helpful and kind Speak at appropriate times Follow directions immediately Use Whole Body Listening 	<ul style="list-style-type: none"> Be on time ,positive, and prepared Use whole body listening Do your best work and participate
INDOOR RECESS	<ul style="list-style-type: none"> Report problems to an adult Think and act safe Be aware of others 	<ul style="list-style-type: none"> Be a good sport Keep hands ,feet, and objects to self Respect school property Let everyone play 	<ul style="list-style-type: none"> Use equipment responsibly Place litter in trash cans Wait your turn Line up quickly and quietly
OFFICE	<ul style="list-style-type: none"> Walk to the office Stay in the office until directed to return 	<ul style="list-style-type: none"> Be helpful and kind Speak at appropriate times 	<ul style="list-style-type: none"> Be a positive example for guests in the building. Report to office quickly and quietly

	<ul style="list-style-type: none"> to class or home. Stay in assigned area 	<ul style="list-style-type: none"> Follow directions immediately Use a quiet voice 	<ul style="list-style-type: none"> Return to class quickly and quietly
MEDIA CENTER COMPUTER LABS	<ul style="list-style-type: none"> Sit in seats properly Keep hands, feet and objects to self Follow all fire, severe weather, and lockdown drill procedures Stay in assigned location Food or drinks should not be in the labs 	<ul style="list-style-type: none"> Be helpful and kind Speak at appropriate times Follow directions immediately Use Whole Body Listening 	<ul style="list-style-type: none"> Be on time ,positive, and prepared Use whole body listening Do your best work and participate

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?

Our Title I funded staff communicate at least weekly with teachers on student progress. They do this through email, data meetings, and progress meetings.

Our Title I staff have designated time to meet with students during the school day. We focus on “push in” during classroom instruction to make sure ALL students receive tier I supports. During our “WIN” time, staff have the ability to pull small groups of students to provide tier II and III supports.

The Title I staff share their calendars with teachers to know who and when they will be providing supports.

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.

We collaborate between buildings when students transition to new buildings. This includes topics on class placement, scheduling, academic supports and behavioral supports.

We have school visit days at the end of the year for grade levels and offer individual family tours upon request. These include tours by our principals, counselors, or student support specialists.

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.

N/A
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.

Professional Development Schedule 2025-26
8/12/25 District PD: Building Safety, Restorative Practices, Technology Assistance
8/13/25 District PD: Math and ELA Instructional Guidance
8/14/25 District PD: Special Education Accommodation Tools
9/24/25 Building PD: MTSS
10/10/25 Building PD: EWIMS
11/4/25 District PD: Tier I Instructional Practices
12/10/25 Building PD: Using Data to Drive Instruction
2/4/26 District PD: Standards Based Instruction
3/4/26 District PD: Standards Based Instruction
5/13/26 Building PD: Summative Data Breakdown

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

CHARLOTTE PUBLIC SCHOOLS

Mentor Program Guide

MENTOR TEACHER JOB DESCRIPTION

A mentor teacher's main purpose is to provide educational leadership and collaboration so that teacher's first years at Charlotte are ones of professional growth and personal development. This will guide the teacher to be a contributing part of the positive culture of the school district.

The mentor teacher's role includes classroom visitations, observations, and feedback sessions with the probationary teacher. This will include emphasis on instructional process, differentiation, classroom management, teacher evaluation and relationship building.

Essential Job Functions:

- Mentors are expected to work with mentees approximately 2 - 3 hours per month and to maintain records of interactions in the mentor log
- Establish relationships with mentees based upon trust and respect
- Establish clear roles and expectations
- Explain school timelines and requirements: progress reports/report cards, parent conferences, etc.
- Support with required documentation: accommodation logs, attendance, Skyward, etc.
- Ensure the mentee teacher knows the importance of parental involvement and assist him or her in developing effective techniques for communicating with parents
- Engage in meaningful conversations revolving around instruction practice
- Model effective teaching techniques and practices
- Navigation of district website and how to find board policies, teacher contract and building handbooks
- Appropriate use of social media
- Any other institutional knowledge of processes and procedures

Activity Timeline

Beginning of the year

- ☐ Initial meeting
- ☐ Tour of the building
- ☐ Introduce new teachers to other staff
- ☐ Meet principals and/or superintendents
- ☐ Orientation
- ☐ Expectations of Student/Parent Open House
- ☐ Assist with the classroom management plan
- ☐ Share resources
- ☐ Curriculum resources

Middle of the year

- ☐ Report cards and grading
- ☐ Review first semester's experience
- ☐ Budgeting and ordering for the following year
- ☐ State testing procedures

End of the year

- ☐ Discuss end of the year procedures
- ☐ Awards, certificates or recognition activities for students

- ___ Evaluation process
- ___ Identify goals for next year
- ___ Celebration/recognition

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.

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.charlotteorionles.com/downloads/curriculum_instruction/cps_title_i_parent_and_family_engagement_plan_2025-26.pdf

2. Attach the Title I School-Parent Compact.

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.charlotteorionles.com/downloads/curriculum_instruction/cps_title_i_school-parent_compact_letter_25-26.pdf

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	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: **8/14/2025**
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.