

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: Memphis 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?

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

Memphis Elementary develops, strengthens, and implements a well-rounded program to meet the academic needs of all students by implementing:

- **Essential Literacy Practices for grades (K-5)**
- **Essential Instructional Practices for Early Mathematics (DHH PreK-Grade 3)**
- **Michigan Department of Education Early Literacy Coaching Model**
- **MTSS Framework**
- **Delta Math Intervention**
- **Curriculum Planning**
- **Instructional Coaching**
- **WIN (What I Need Time)**
- **Writing Lab School**

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.

Memphis Elementary implements the following non-academic strategies to improve conditions for students:

- **PBIS**
- **Check-in-Check Out**
- **Behavior Plans based on FBAs**
- **Social Groups**
- **Building School Improvement Team Meetings**
- **Kagan Cooperative Learning**
- **Responsible Thinking Classroom**

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?*
- *What role does each of the listed participants have in the identification process?*
- *How often is the identification collected, updated, etc.?*
- *How is the data kept—charts, lists, what?*
- *How will the school ensure “categorically eligible” children are included?*

May attach a copy of the written process instead.

Description/Links to documents (links in blue):

[Copy of MTSS Overview](#)-This plan details the MTSS framework and how it will be implemented. It includes team responsibilities/roles, frequency and duration of meetings, objectives, and record keeping.

[SAT Forms](#)-This document is used to record findings based on discussions from the student assistance team and is used to record student data, interventions, progress monitoring, parent involvement, and review.

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?*
- *What role do various participants have in the entrance and exit decisions?*
- *How often is this protocol used?*
- *What specific educationally related measures are used as part of the protocol? Do those measures differ by grade level and/or content area?*

[Copy of MTSS Overview](#)-This plan details the MTSS framework and how it will be implemented. It includes team responsibilities/roles, frequency and duration of meetings, objectives, and record keeping.

May attach a copy of the written protocol instead.

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

Describe:

- *By whom?*
- *In what manner?*

- *What assessments are used?*

- *What frequency?*

May attach a copy of the written process instead.

[Copy of MTSS Overview](#)-This plan details the MTSS framework and how it will be implemented. It includes team responsibilities/roles, frequency and duration of meetings, objectives, and record keeping.

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.

Memphis Elementary provides daily WIN (What I Need Time for all students. All students are provided with enrichment or invention based on their needs according to the data. WIN Time is based on the book WIN Time Fearlessly Transforming Your School.

Implementation Guide: This is how we monitor the implementation of our WIN Time program.

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.

- **Memphis Elementary offers a summer school program for students 1st, 2nd, and 3rd grade for those most at-risk of not meeting grade level expectations.**
- **Memphis Elementary also has, "The Book Hive", this is a book mobile that travels around the community for students in all areas of the district to have access to books over the summer months.**

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.

Memphis Elementary incorporates PBIS as a schoolwide tiered model to prevent and address behavior problems for all students. PBIS is a three-tiered framework for improving and integrating systems, data, and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social, and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities.

Furthermore, PBIS models anticipated behaviors for all students in all facets of a student's day. Then behaviors are reinforced through rewarding expected behaviors. All of the related strategies listed below reinforce expected behaviors, reduce stress/anxiety (known catalysts for unwanted behaviors) and set clear expectations for students:

- **Check-In/Check-Out: A system in which high need students are given an adult mentor in the school, and are expected to check-in with them in the morning and check-out with them in the afternoon. The contacts are meant to be positive and encouraging to the student, and offer a sense of accountability. This process helps to generate positive contacts during the day, and offers a time of reflection.**
- **Individual Behavior Plan: This is a plan between administration, teachers, students and parents in which students are given an individual plan to make their school experience successful. There are rewards and consequences written into the plan to encourage the student to adhere to the plan. All parties involved agree upon the plan, and are made aware of the potential outcomes.**

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.

With WIN Time Grade level teachers are providing the interventions. Teachers have common planning time to discuss students and interventions. WIN Time planning also occurs on early release day and at grade level planning meetings.

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*

As part of the transition strategy at Memphis Elementary, we provide open house events in August for parents and students to visit prior to the beginning of the school year. We also have a kindergarten transition team that includes preschool teachers, kindergarten teachers, ECSE Teacher, School Social Worker, Early Childhood Director, Elementary Principal and Assistant to the Elementary Principal. During these meetings preschool and kindergarten teachers are paired up and plan activities to get the preschoolers into the kindergarten classrooms.

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.

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

Memphis Elementary services K-5 students, therefore 5th grade students exit to the Junior/Senior High at the conclusion of their 5th grade year. Before this transition occurs there are multiple events to ease this transition to middle school. They are as follows:

- ***Junior Senior High School Visit: Later in the spring, students are taken on a tour/informative meeting at the middle school. During this time, students are introduced to middle school staff, given a tour of the building, and generally informed of the middle school experience.***
- ***Students also can visit the Junior/Senior High during open house.***
- ***SAT Files from 5th grade are shared with the counseling office at the Junior/Senior High so that interventions can continue.***
- ***Special Education Teams meet from both buildings to plan for student transitions as well.***

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.

Ensure that the description of the professional development program identifies:

- the learning objective of each training
- the intended audience for each training
- a timeline for the trainings

It should be clear that the professional development efforts are sustained and ongoing relating to common learning objectives rather than individual isolated events.

May attach a copy of the school’s professional development program/calendar instead.

[Yearly PD](#)

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

Description should address:

- 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.

- ***All nontenure teachers are provided with a mentor teacher.***
- ***[Here are the notes and agendas.](#)***

- 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

[Memphis Elementary Student Parent Teacher 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 **NO**
 - g. Students **NO**
 - h. Community members **NO**
 - i. Tribes and Tribal Organizations **NO**

2. The Title I program will be reviewed at least annually and revised as necessary **NO**
Date Title I program was last reviewed/revised: **3/22/2022**

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.