

# 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: Lincoln Elementary 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?

Lincoln elementary school utilizes a multi-tiered system to strengthen and implement a well rounded program of instruction. Curricular implementation undergoes a continuous review process through grade level professional learning communities. Each grade level teacher participates in the PLC process and utilizes standardized data to assess each student's needs. Students below average receive an individualized reading intervention plan designed to target instruction for those students. A robust student assistance team process involves parents, classroom teachers, intervention specialist, Native American Advisor, counselor and reading math support. Each stakeholder plays an important role in brainstorming individual strategies to increase student success. Each classroom utilizes *What I need (WIN)* time for support. During this time direct instruction is halted so students can receive support services. These include reading intervention, math intervention, speech, Physical Therapy, Occupational Therapy, or resource room services. During WIN time classroom teachers and Paras focus on strengthening academic skills of our tier II students. This process occurs in the classroom setting. Students who currently meet or exceed expectations use this time to deepen understanding. Finally a comprehensive after school and summer school program work to enhance student understanding and reduce summer slide.

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?

Focus in the areas of Art, Music, Stem, and Physical Education are available for students. Each student receives physical education twice a week and the other disciplines one time per week. ELL students are provided access to an ELL teacher during their WIN time. Teachers focus on equity through our multifaceted SKILL program. This process is just beginning and outlines definitions of health, equity, and literacy for all students. Additionally, Native American culture is valued and explored through teachings that occur monthly.

**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.

MSTEP, MAP, and BAS scores are all used to determine academic performance. Students identified as tier II and Tier III are evaluated through the student assistance team process. SAT meetings can be initiated by any member of the team, but traditionally are requested by the classroom teacher. Students identified as tier III currently not receiving services are evaluated by the math and/or reading intervention teachers. The SAT process ensures followup for each student. This occurs most typically on a quarterly basis. Students remain in this process until they are deemed eligible for special education in which time the case-provider manages these services, or they achieve grade level standards and are no longer eligible.

SAT data is maintained electronically and managed by the intervention specialist and the school counselor. This info is also maintained in a hard copy form located in the CA-60.

Finally, the school offers food backpacks for our students in highest needs. We provide food cards and gas cards to our homeless families. Snacks are provided in classrooms along with counseling services, eyeglass appointments, and a kids closet for clothing needs.

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.

Lincoln elementary school operates grades 2-4. Several students enter grade two having already been identified at Washington Elementary (grade k-1) with a need for supplemental services. Lincoln utilizes the Student Assistance Team Process to evaluate needs for students who are not currently identified and to evaluate the need to exit programming. The SAT process is managed by the intervention specialist and school counselor. Each SAT meeting utilizes student behavior and academic data as provided through teacher observation and standardized testing. Finally the SAT process is used to support the need for special education services ensuring LRE and FAPE.

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

Academic progress is reviewed by classroom teachers and reading or math interventionists. Behavior data is reviewed by classroom teachers and the intervention specialist or school counselor. SRSS information, attendance, and behavior data are used for behavior data, MAP, Bass and MSTEP is used for Academic information. MSTEP and SRSS are given 3 times per year. SAT meetings are used to ensure strategies are being implemented with fidelity.

#### 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.

The school utilizes a scheduled WIN time (What I Need) time for all supplemental services. During this scheduled 40 minutes in each teacher schedule all supplemental services occur.

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

Lincoln Elementary provides services 1.5 hours before school begins and 1.5 hours after the school day ends. Before school programs focus on healthy breakfast and physical activity with additional support available for academics. After school programming is staffed by certified teachers and a school counselor. This program focuses on physical activity and academic enrichment.

Summer school is offered for 5 weeks. The program runs from 9:00 to 12:00 and focuses on academic enrichment. Students and their families are provided with lunch. Several experiential learning opportunities are provided for students attending the 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.

A tiered approach grounded in PBIS and the four B's is provided for all students. Stations that include the playground, cafeteria, hallway, classroom, restroom, gym, and before/after school expectations are all clearly defined. These expectations are then reinforced and positive behavior is celebrated through our Falcon Friday and student of the month programs. Falcon Friday celebrations occur two to three times a month. These are random drawings for students to be honored for positive behavior. Student of the month assemblies celebrate one student per classroom per month. These celebrations are sponsored by a local restaurant who provides lunch for all seventeen students.

Students with tier I behaviors are addressed through reinforcement of the expectations and four B's. Students with tier II and III behaviors are managed by the principal, counselor, and intervention specialist. SAT team meetings are held regularly for students demonstrating tier II and III behaviors. Support strategies include frequent breaks and reinforcement of positive behavior.

**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?

Support in ESL, reading, math, and behavior is provided each day during the classroom WIN time. Intervention instructors, counselors, intervention specialists, Title I paras, and classroom teachers all communicate through conversation and group email. Parent involvement and data interpretation occurs through SAT meetings that happen throughout the school year. Assessments occur minimally 3 times per year. The primary responsibility of education progress falls on the classroom teachers with building and district progress monitored by the school counselor. The district holds district wide Intervention and Student Services PLCS to review district data and refine programming. These occur 3 times per year.

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

**NOT APPLICABLE - LINCOLN IS A 2-4 BUILDING**

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

Grade 1 teachers meet each year to discuss, with parent input, the best teacher placement for each student. Parents and students are welcome for a tour of our facility in Mid August. Communication occurs through phone calls, email, social media, and traditional mailing.

Transition from grade 4 to 5 is supported through a walkthrough by all students in the spring. There is also a 5th grade boot-camp in August along with an Open House.

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.

**NOT APPLICABLE - LINCOLN IS A 2-4 BUILDING**

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.

**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.

All staff participate in district-wide professional development 5 days per year. These days are under direct oversight of the district’s Director of Student Achievement and developed building and district improvement teams. Additionally each grade level teacher participates in 4 PLC’s per school year. STEM, ART, Special Education, Student Services, and Intervention personnel participate in PLC’s 3 times per year. Reading and Math Support Teachers work closely with the intermediate school district and meet regionally on a monthly basis.

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

Every teacher on an IDP is assigned a mentor. Teachers in their first year are assigned a mentor. This mentor is chosen by the principal and typically works in the same building as the new teacher. Mentor/Mentee are required to collaborate on the following schedule:  
Advisory meetings: 1st year -5, 2nd year - 4, 3rd year - 3  
Mentor Classroom Observation: 1st year -2, 2nd year - 1  
Mentee Classroom Observation of Mentor: 1st year - 2, 2nd year - 1  
New Teacher Training: 1st year 5

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