

Title I Schoolwide Program Requirements 2021-2022

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: Shoreline and Ealy Elementary Schools - Whitehall District Schools

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?

MTSS Interventions - 30 minutes daily for reading and 30 minutes daily for math.

Class Size Reduction - Keeping class sizes to 16-20

Balanced Assessment System with frequent progress monitoring

The strategy of Multi-Tiered Systems of Support (MTSS) addresses both behavioral and academic concerns. It also addresses the whole school population with special recognition to children who are disadvantaged. MTSS ensures that there is a solid base of core instruction for all students, that identification protocols are in place to find students that have not mastered prerequisite skills, and that appropriate interventions are put in place to accelerate the learning for these disadvantaged populations.

In the area of Reading, the MTSS program addresses improvement of core instruction (Tier I) for all students and for students requiring intervention to meet expectations (Tier II/III). At the Tier I level, a dedicated schedule is established to ensure at least 120 minutes of reading instruction each day, inclusive of the 5 Big Ideas of Reading (Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension). Direct instruction on phonics and phonemic awareness showed a high effect size of .6 in Hattie's meta-analysis (Visible Learning 2009, 132 - 134).

For writing, the MTSS program addresses improvement of core instruction (Tier I, II and III) for all students. Daily dedicated time is established for writing instruction in a workshop model that is inclusive of mini-lesson, independent work, conferring, mid-teaching point, and closure.

In the area of math, the MTSS program addresses improvement of core instruction (Tier I) for all students and for students requiring intervention to meet expectations (Tier II/III). At the Tier I level, a dedicated schedule is established to ensure at least 60 minutes of math instruction each day. The main curricular resource for math at Shoreline and Ealy is EngageNY Math. This began during the 18-19 school year.

For the content areas of science and social studies, the MTSS program addresses improvement of core instruction (Tier I and Tier II) for all students. Science and social studies concepts are taught mainly within the context of reading and writing informational text. Dedicated time for more authentic tasks such as study trips, experiments, and class projects and performances is established as needed for the activity.

In addition to core Tier 1 instructional time, students identified through the MTSS process receive an additional 30 or more minutes of targeted intervention and instruction in literacy and/or math each day. This allows for blocks of intervention time to assist students in groups of 2-4 to accelerate their learning and close the achievement gap.

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?

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

PBIS System for Tier 1 , Tier 2, and Tier 3 students

SEL Lessons using the 2nd STEP Curriculum

Staggered instructional start times

Decreasing Class Size, Bus Capacity, Cafeteria Capacity, Playground Capacity

For student behavior in school, both improvement of core instruction (Tier I) for all students and for students requiring more intervention (Tier II/III) are addressed through the MTSS and PBIS programs.

At the Tier I level, all students receive social/emotional instruction from the classroom teacher using the Second Step curriculum. Shoreline uses positive reinforcement to teach the VIKES expectations for behavior in all areas of the school. In Visible Learning, Hattie found that these social/behavioral "Classroom Influences" had a large impact on student learning (2009, 102 - 105) with effect sizes ranging from .37 to .55.

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)]

Describe how teachers, in consultation with parents, administrators, paraprofessionals and specialized instructional support personnel will identify children who may benefit from Title I services.

The process used to identify students who may benefit from Title I services is embedded in the MTSS program and includes benchmarking and progress monitoring student growth in reading and math. The school improvement team, in consultation with classroom teachers, administrators, school psychologist, social worker, OT and speech pathologist, review summative benchmark data three times a year, and progress monitoring data every six weeks to determine student progress and make decisions that drive classroom instruction and strategy group formation for additional support and for content decisions.

Data review meetings are held with each grade level team and include the school psychologist, administrator, and other specialized staff when schedules permit. The students are rank ordered and the bottom 20% are identified and placed into small groups based on the area of need. The school psychologist directs the meeting and helps with all documentation of student groups, intervention programs, and student progress. The teachers bring and share specific data for each of their students that is discussed and placed in a group. The administrator records the information on an "Intervention Summary" sheet that collects information on each student's intervention program, the interventionist providing the service, the dates of the program, and time/frequency of the group.

Data review meetings are held after fall, winter, and spring benchmark tests are given and also every 6 weeks to review progress monitoring data for both reading and math.

Student data is kept on the NWEA platform, Acadience platform, on Edulastic, and on math spreadsheets. In the fall of 2022, both math and reading benchmark data will also be housed on NWEA. Groups are kept on a grade level team spreadsheet that everyone can access and also on an "Intervention Summary Sheet" that collects each student's interventions, frequency, and time for each year they receive additional help.

Categorically eligible students, like EL students, are included in the intervention groups even if they do not make the bottom 20% list in order to provide them the services they need.

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.

Entrance and exit protocol for students in reading and math intervention groups are based on the reading and math data. Students are rank ordered according to scores and the lowest 20% are provided intervention groups first.

The school psychologists ensure that we are servicing the lowest 20% first when determining entrance into a group.

Students are exited from intervention based on meeting the success criteria three consecutive times during progress monitoring. Students may also be exited from intervention based on benchmark scores and moving out of the lowest 20% in their grade level.

The protocol for entrance and exit criteria are used three times a year at benchmark meetings in the fall, winter, and spring, and also every six weeks during progress monitoring review meetings.

The educationally related measures that are used as part of the entrance and exit criteria are NWEA MAP scores, Acadience Reading (DIBELS) K-5, Edulastic Math Test Scores (1-5), and K-2 Number Sense Screener. In the fall of 2021, NWEA Reading and Math benchmark assessments will also be used to determine entrance and exit protocol.

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

The progress of students in intervention groups is monitored by the teacher who is instructing the group. The teacher takes time to progress monitor each student at least biweekly using Acadience (DIBELS), Math Exit tickets, or the Number Sense Screener. Assessments are given one on one, timed, and 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.

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.

In addition to the benefits mentioned above for all students, the needs of children who are disadvantaged (specifically homeless, economically disadvantaged students and students receiving special education services), are also addressed through our plans' objectives, strategies, and activities.

Through our MTSS plan and frequent assessment, students are matched with specific interventions that target deficit areas. Their progress is monitored, and adjustments are made to interventions, time, or group size as needed. It is recognized that these students require solid core instruction first, so these interventions are provided at a time when there is no new instruction happening in the classroom.

Our MTSS plan also includes behavioral interventions and support such as Check In Check Out with a supportive and encouraging mentor, small support groups for divorce, grief, incarceration of a parent, and scheduled breaks and snacks for students with physical needs. We also have a clothing closet available at the school with needed items for students such as coats, snow pants, shoes, boots, backpacks, and other items. Our social workers also link families to online counseling services if needed and sets up the online sessions for individual students.

Families that are in need of food and without transportation can request weekly food assistance be delivered to their home. Our transportation department picks up the weekly food allotment and brings it to the home.

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

After School Tutoring is also available in 6 week sessions with certified teachers in small groups of 2 to 4 students in order to maximize instructional time and learning. Students attend 2 sessions each week for 45 minutes. A snack is provided prior to the start of each lesson. Private tutoring sessions are also arranged for our EL students. These sessions may be 1 to 3 times each week for 45 minutes to an hour depending on the age of the student, and level of need.

In addition to school-year interventions, there are also opportunities for extended-year programs, such as our KidsReadNow summer reading program for K-3 students, and our Zoom Online Small Group instruction during the summer. Both programs do not require transportation and do not discriminate against those without transportation. Technology tools are provided, including internet access if needed. In addition, in-person summer school is offered along with transportation, breakfast and lunch for 8 weeks to those students needing additional instruction.

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

For student behavior in school, both improvement of core instruction (Tier I) for all students and for students requiring more intervention (Tier II/III) are addressed through the MTSS and PBIS program.

At the Tier I level, all students receive social/emotional instruction from the classroom teacher using the Second Step curriculum at Shoreline. At Ealy and Shoreline, classroom teachers utilize the VIKES expectations matrix to model and teach positive behavior. This is taught using the morning meeting concept which is part of The Responsive Classroom model of creating a supported classroom climate. VIKES is our K-12 Tier 1 PBIS Model. V=Value self, I=Integrity, K=Kindness, E=engage, and S=Self Control. All K-5 teachers use positive reinforcement to teach the VIKES expectations for behavior in all areas of the school. In Visible Learning, Hattie found that these social/behavioral "Classroom Influences" had a large impact on student learning (2009, 102 - 105) with effect sizes ranging from .37 to .55.

At the Tier II level, students who show significant issues when reviewing our SWIS behavior data, are provided with behavior supports such as Check In-Check Out. This is a research based intervention that provides students a positive role model as well as a daily incentive for positive behavior. This is monitored by the PBIS team and reviewed every 6 weeks to determine the effectiveness. If successful, the intervention continues. If unsuccessful, the team uses the intervention menu to determine the next intervention and or move the student into the Tier 3 level of support.

At the Tier III level, students, all students who show continued significant issues when reviewing SWIS behavior data, in addition to having tried Tier II interventions, are provided assessment using a Functional Behavior Assessment (FBA) that is used to inform the formation of an individualized function-based Positive Behavior Support Plan (PBSP). Tier II interventions are only

bypassed in situations where the behavior demonstrates increased risk and likelihood of danger to self or others.

Providing behavior intervention strategies and positive supports to Tier II and Tier III students will reduce the need for exclusionary discipline practices and use of seclusion and restraint by implementing preventative measures that target the behavior before it escalates.

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 model is tightly integrated with the regular education program as Title services are provided within each classroom. Each teacher provides 30 minutes of reading intervention to the lowest students in the classroom each day and 30 minutes of math intervention each day.

Teachers are paid from Title I and 31a funds to deliver one hour of intervention each day. The administrator monitors intervention groups, group changes, and ensures Title I compliance. All classroom teachers sign a Federal Payroll Certification each semester to certify they spent an hour each day providing Title interventions.

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

Kindergarten round-up occurs in February, including an informational meeting for parents during non-pandemic years, while students interact with preschool and kindergarten teachers in the kindergarten classrooms. Students are paired with preschool teachers and kindergarten teachers to experience the classroom through big books, music and movement and exploring manipulatives. Parents are provided with information related to grade level expectations.

The Muskegon Area Intermediate School District, with collaboration from county teachers, has developed a tri-fold document to bullet desired entry level skills as students enter kindergarten. This document is distributed to and reviewed with parents at round-up.

Additionally preschool students, staff and parents come to the kindergarten classrooms for a spring visit in non-pandemic years. During this time, students practice lunch time procedures with lunchroom staff and complete a classroom visit which includes a whole group shared reading experience, music and movement, and exploration of common kindergarten manipulatives.

Incoming assessments and benchmarking are completed in June for kindergarten transition screening. These tasks are completed one on one with assessments being administered by kindergarten teachers.

Open library opportunities are offered weekly during the summer for incoming students to access kindergarten level reading materials for home use and interact with Kindergarten staff during non-pandemic years.

Meetings are also held among preschool and kindergarten staff in the spring to align developmental practices and share information on incoming students. Staff engage and intervene with targeted preschool students (and their families) through early intervention to support the transition of these identified students into the K-2 building.

Planning also occurs at the end of the year among preschool and elementary staff in order to communicate and plan regarding at-risk students. Preschool staff participate in meetings to create class lists and place incoming students in the most appropriate classroom environment.

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

Young Five and Kindergarten parents are provided with materials, information, and resources during the spring enrollment period. One of our itinerant staff offers consultative services to our preschool staff and parents in order to provide information regarding fine/gross motor kindergarten expectations. Students have the opportunity to visit in non-pandemic years during a February Enrollment Night, again with their class in May, and once more with their parents during Kindergarten Assessment in June. Private tours and visits are also scheduled as needed.

Students moving from Shoreline to Ealy or from Ealy to the Middle School are provided with visits to the building to familiarize themselves with the layout and teachers. For students with additional needs, multiple visits in a small group are offered throughout the spring. Summer visits are also provided in non-pandemic years to help students transition if 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.

NA

5. 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
6. 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.

NA

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.

K-5 staff at Ealy and Shoreline participate in embedded professional development throughout the school year through support from the literacy coach and math coach. These staff members work with the school principal and school improvement team to coordinate DPPD during Focus Friday and full day PD days.

All professional development agendas include the following topics:

- Data and Assessment
- Student Achievement
- Instructional Strategies
- Curriculum Improvement

Our professional development calendar includes the following days each year:

- August - 2 days of training - 6 hours each
- September - 1 Friday - 4 hours
- October - 3 Fridays - 4 hours each
 - 1 full day - 6 hours
- November - 2 Fridays - 4 hours each
 - 1 full day - 6 hours
- December - 1 Fridays - 4 hours
- January - 2 Fridays - 4 hours each
 - 1 full day - 6 hours
- February - 1 Friday - 4 hours
 - 1 full day - 6 hours
- March - 2 Fridays - 4 hours each
- April - 2 Fridays - 4 hours each
- May - 1 Friday - 4 hours
 - 1 full day - 6 hours

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?*

Whitehall District Schools mentoring program lasts three years. New staff are paired with an accomplished and dedicated mentor teacher that has a vast array of knowledge in all aspects of the teaching profession. Mentors also must have strong interpersonal skills that allow them to build a trusting relationship and able to communicate with their mentee. The mentor teacher must consent to the assignment and the WEA building representative will also be consulted prior to the building administrator's final decision.

The objectives of the program are to support the mentee in the following areas: building procedures; school district policies; understanding school community; classroom management; student assessment; evaluation procedures; managing the curriculum; identifying available resources; modifying and accommodating different learning styles; professional responsibilities; motivating students; communicating with parents, colleagues, and administrators.

The mentoring committee oversees the program and sets up and facilitates a new teacher one-day training before district orientation. The timeline for mentoring activities is set up by month for the three year mentor period. For first year teachers, the mentoring process begins within 2 weeks of hire and continues through the summer. Monthly expectations are listed out for the mentor to check off as they work through all the content. The district and building administrator will make every effort to provide training workshops and learning opportunities.

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 **NO**

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.

Here is a copy of the [Parent and Family Engagement Plan](#) for both Ealy and Shoreline.

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

Here is a copy of the school [Parent Compact](#). It is the same for Ealy Elementary.

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 **NO**
 - 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: **June 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.