

**Allendale Public Schools  
Evergreen Elementary School  
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:** Evergreen Elementary

**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 focused on teacher clarity - learning intentions, success criteria, assessment opportunities, language support.

3. If the school uses Title I, Part A funds for early childhood, we assure that such programs meet or exceed Head Start standards. **NA**
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?

We are focused on teacher clarity - learning intentions, success criteria, assessment opportunities, language support.

### 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.

Every 6-7 weeks, a Data Review Meeting is held to review recent assessment data and determine who will receive Title I intervention services. The meetings are held by grade level and include the classroom teachers, intervention staff, special ed teachers, reading & math specialists, academic coach, and administrators. These meetings occur just after an assessment window.

To identify reading support, teachers complete data cards for each student. The card includes data from a variety of reading assessments such as: i-Ready Reading Diagnostic, i-Ready Fluency Assessment, First Words Phonics Placement Test, and Fountas & Pinnell. Benchmark expectations for each assessment are also included on the card, so the team can see how each student is achieving compared to benchmark expectations. Data is added to the card every assessment window, so the team can track progress right on the card.

The team pulls the cards of students who are not meeting benchmark expectations for reading and considers the specific needs of those students. Students are then grouped according to similar need, forming small reading intervention groups with a targeted area of focus (i.e. CVC words, fluency, multisyllabic word decoding, etc).

To identify math support, data is reviewed from the i-Ready Math Assessment and Math Expressions Assessments (our core program). Students who are not reaching benchmark on those assessments are given a placement test from our Math Intervention Program, Do the Math. These placement tests help us determine what module of the Do the Math Intervention Program the student needs to begin with. All of the assessment data in intervention placements are recorded on the Math Data Card.

[K-5 Assessment & Data Review Calendar](#)

[Reading Data Card Sample](#)

[Math Data Card Sample](#)

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.

Prior to a data review meeting (every 6-7 weeks), a reading assessment protocol is followed. This assessment protocol includes "If...Then" scenarios that are followed to ensure a common entrance/exit process in reading intervention support. This protocol also helps to appropriately match the area of need with targeted instruction.

[Reading Intervention Identification Protocol \(Grade 1\)](#)

[Reading Intervention Identification Protocol \(Grades 2-5\)](#)

For Math, assessment data is reviewed at data review meetings as well. If students are not meeting benchmark on the i-Ready Math Assessment, they are given a placement test from our math intervention program (Do the Math). A flowchart is followed to determine if the student needs intervention, and if so, which intervention module the student needs.

[Math Intervention Protocol Flowchart \(2nd Grade Example\)](#)

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

Assessment data for all students is updated every 6-7 weeks and a data review meeting occurs shortly after the assessment window.

Reading assessment data is added to the data card so that progress can be easily reviewed by the data review team. Reading assessments include, but are not limited to: i-Ready Reading Diagnostic, i-Ready Fluency Assessment, First Words Phonics Placement Test, and Fountas & Pinnell Benchmark Assessment. In addition, a reading intervention log is kept for students receiving reading interventions. This log documents the dates of intervention sessions, the instructional focus, and other key factors to intervention success such as attendance and engagement. Many of the reading intervention programs used also include weekly or bi-weekly progress monitoring assessments that specifically measure progress in the targeted area of instruction.

Math assessment data is also reviewed by the team at data review meetings. This data comes from i-Ready Math, Math Expressions Assessments, and Do the Math placement tests. A math intervention log is kept for students receiving math interventions. This log documents the dates of intervention sessions, the instructional focus, and other key factors to intervention success such as attendance and engagement. Our math intervention programs also include weekly or bi-weekly progress monitoring assessments that specifically measure progress in the targeted area of instruction.

[K-5 Assessment and Data Review Calendar](#)

[Reading Data Card Sample](#)

[Math Data Card Sample](#)

[Reading Intervention Log](#)

[Math Intervention Log](#)

**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.

Every day, all grade levels have a designated time in their schedule for reading interventions (30 minutes) and math interventions (25 minutes). During this time, all students participate in targeted instruction in reading and math, whether that be intervention or enrichment. This way, students are not removed from the classroom for supplemental services during core instruction.

During these intervention times, students who need intervention support are grouped in small groups (no more than 4 students) with other students who have similar needs. These groups are taught by either the Reading/Math Specialist, Interventionist, or classroom teacher.

[Evergreen Master Schedule](#)

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

We offer several summer programs to support students over the 12 weeks of summer break. Math Camp is offered on our campus to students in grades K-5, for 3 hours each day for 3 weeks from June 13-June 30. LitCamp is offered to students in grades Y5-5, based on Scholastic LitCamp and facilitated by teachers and support staff, for 3 hours each day for 5 weeks from July 11-August 12. ESL summer school will be offered to students in grades K-8 and will focus on English language support, facilitated by ESL teachers and support staff, for 3 hours each afternoon from June 13-August 12. Book clubs will be offered to all students, grades K-8, facilitated by teachers, with in-person meetings throughout the summer (June 13-August 19). Amazing Reading Bus will be offered to all students, grades K-8, facilitated by teachers and support staff, with in-person community visits throughout the summer (June 13-August 26). All programs were developed with teacher input, based on several meetings in the spring, and are led by teachers. For our camps and summer school, there are no more than 12 students per teacher and aide, based on research. All teachers and support staff are from our district staff. Transportation is provided for camps and summer school. Teachers will promote summer book clubs to all students, based on observations, interest, and need. Multiple methods will be used for summer camps and summer school, including benchmark assessments, classwork, teacher recommendations, and observations.

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

Our SIT/SAT process is our Tier 1, 2, and 3 support process for identifying students who need more behavior support throughout the year. We also have the CBIT process in place.

[Allendale Public Schools Student Support Processes](#)

[Referral Process for CBIT](#)

[APS Student Behavior Supports](#)

**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?

Every 6-7 weeks, a Data Review Meeting is held to review recent assessment data and determine who will receive Title I intervention services. The meetings are held by grade level and include the classroom teachers, intervention staff, special ed teachers, reading & math specialists, academic coach, and administrators. These meetings occur just after an assessment window.

General education teachers have the primary responsibility for their students' education and progress. Title I staff provides additional support under the direction of general education teachers and Reading/Math Specialists.

[K-5 Assessment & Data Review Calendar](#)

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.

The transition process that occurs between buildings in the Allendale Public School systems is an important opportunity for us, as school personnel, to make positive connections with students and families. The staff and administration have established a series of events and procedures that help support seamless transitions between our Early Childhood Center (Y5-K), our Elementary Building (1st-3rd), and our Intermediate School (4th-5th).

One area that we focus attention on is supporting the training of our parents and staff. Each spring, our teaching staff completed Student Transition Planning documents for students who are moving from their classroom into a new one. The information that is added to the document by the current teacher is shared with that student's new teacher which is used to develop a deeper understanding of each student's learning needs, even before the year has officially begun. Teachers are provided professional development opportunities in the fall, prior to our opening day, that is designed to prepare our teachers for the transition of a new group of learners. Our parents begin receiving information from the building principals and teachers before the school year begins. Our building handbooks, which contain Information about building procedures, are shared with families so they are aware of the expectations. Prior to the first day of school, the building administrators participate in a community fair, at which parents and students are able to stop by the station designated to their new school building. Also, each building provides an Open House event that allows students and family members to enter the buildings and meet the classroom teachers and administrators. Within the first several weeks of school, our buildings offer Title 1 Parent Nights, at which new and returning families can have their questions answered regarding the levels of support their child may receive. Throughout the year, the administration

communicates with families regularly. Building newsletters are sent out two to four times per month, Classroom Newsletters are sent home weekly, and phone calls and email are made to communicate positive messages, as well as to address concerns. Parent/Teacher conferences are held twice a year. Additionally, all buildings maintain a presence on Facebook and maintain their own web pages where families can go for information. The community of Allendale continues to be strong supporters of their school system and we continue to seek out new ways to elevate our presence in the community and contact with the community as we move forward.

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**

**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.

[August 25 & 26, 2021 PD Schedule](#)  
[September 24, 2021 PD Schedule](#)  
[October 21, 2021 PD Schedule](#)  
[March 18, 2022 PD Schedule](#)  
[April 29, 2022 PD Schedule](#)

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

[Mentorship Handbook](#)

- 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.

[Parent Involvement Policy](#)

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

[Title I School-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 **YES**
- h. Community members **YES**
- i. Tribes and Tribal Organizations **NA**

- 2. The Title I program will be reviewed at least annually and revised as necessary **YES**  
Date Title I program was last reviewed/revised: **May 23, 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.*