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Charlotte Public Schools

Title I Targeted and Schoolwide Program Requirements

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: Charlotte Public Schools

Title I Program Type: Title IA

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?

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.

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?

SEL Curriculum-Second Step provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. The Early Learning program in Second Step also includes a unit for transitioning to kindergarten. Second Step uses four key strategies to reinforce skill development: brain builder games, weekly themed activities, reinforcing activities, and home links. Teachers are also encouraged to give children daily opportunities to practice.

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 be 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.

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 student 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 at the CUE 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.
 - GSRP uses the Teaching Strategies Gold curriculum that focuses on the areas of social-emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, the arts, and English language acquisition. As students transition to kindergarten from GSRP, we are provided with a transition form that details this information.
 - From our standpoint at Galewood, we offer the Get to Know Galewood experience for all incoming students and families.
4. If applicable, describe any schoolwide tiered model to prevent and address behavior problems and early intervention services designed to support high need students.
 - Students from some 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
- Title completes a form of current resources being used with students and areas they are working on for the CUE.

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?

- *Title I services are in constant communication with general education teachers and building administrators to update and modify student services and supports. This communication is frequent and consistent.*
- *Student data is communicated in grade level meetings and department meetings.*
- *The classroom teacher has primary responsibility for the student’s education and progress with supports from Title I staff.*
- *The Title I staff support students and teachers in their academic process to meet standards and state requirements. This includes an intentional focus on push-in student 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.

- *Galewood Early Elementary provides several opportunities for parent engagement and involvement. This includes “Get to Know Galewood” nights and volunteer opportunities.*
- *Professional development is consistently offered to staff. The professional development offerings are reviewed annually and input from teachers is considered during the support process.*
- *Teachers and administrators are communicating consistently with parents throughout the year.*

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

- *The district provides staff an opportunity for collaboration between transitional years to promote vertical alignment and student success.*
- *All buildings offer visits and orientation for incoming students.*

- *Communications about resources are provide weekly to all parents and students.*

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.

- *Charlotte High School offers visits and orientation for all new students.*
- *Staff are continuously provided with professional development and learning opportunities.*
- *Families are updated about educational opportunities weekly.*
- *Charlotte High School offers dual enrollment, CTE courses, work-based learning and access to ERESA technical courses.*

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

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.

Charlotte Public Schools professional development schedule

- *Four day long professional developments totaling 22 hours*
- *Nine Early Release days totaling 18 hours*
- *Various other training opportunities for staff and administrators*

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

- *A mentor teacher's main purpose is to provide educational leadership and collaboration so that a novice teacher's first years are ones of professional growth and personal development rather than merely survival, and so that the novice teacher becomes a contributing part of the culture of the school district. A mentor must be a coach, a model, and a professional development specialist.*
- *The mentor teacher's role includes classroom visitations, observations, and feedback sessions with the probationary teacher, with emphasis on the Instructional Process, method of presentation, classroom control and management, Interaction with students, and teacher evaluation of students.*

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.

[CPS Parent and Family Engagement Plan](https://www.charlotte-nc.gov/education/charlotte-mecklenburg-schools-services/curriculum-and-instruction/parent-family-engagement-plan)

<https://www.charlotte-nc.gov/education/charlotte-mecklenburg-schools-services/curriculum-and-instruction/>

2. Attach the Title I School-Parent Compact.

[CPS Title I School-Parent Compact](https://www.charlotte-nc.gov/education/charlotte-mecklenburg-schools-services/curriculum-and-instruction/title-i-school-parent-compact)

<https://www.charlotte-nc.gov/education/charlotte-mecklenburg-schools-services/curriculum-and-instruction/>

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

