

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: Charlotte Project Success

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?

Project Based Learning

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?

PBIS Matrix MTSS Framework

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.

Teachers—collaborating with administrators, families, and specialized instructional support personnel—use a structured, multi-step process to identify students who may benefit from Title I services within this alternative, project-based program. Identification begins with ongoing observation of academic performance, engagement, and skill development during both core instruction and project-based learning. Teachers review formative assessments, classroom work samples, progress-monitoring data, and patterns related to attendance, behavior, or task completion that may indicate a need for additional support.

Input from administrators, families, and specialized staff—such as counselors, interventionists, and social workers—helps build a comprehensive understanding of each student’s needs and potential barriers to success. While parents may provide additional context when appropriate, the core of the decision-making process relies on school-based data and professional collaboration.

The program coordinator then works with departmental teachers to analyze the collected information and determine whether a student would benefit from the project-based Title I model. When a student is identified, the coordinator supports the development of individualized academic assistance embedded within core classes and ensures that whole-child supports are aligned and accessible. This collaborative, data-driven process ensures equitable and responsive identification of students who will benefit most from Title I services.

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 Project Success, all students enrolled—up to a maximum of 30—are identified as needing Title I support based on clear, school-based indicators that show they are at risk of not graduating in a traditional high school setting. Teachers, administrators, paraprofessionals, and specialized instructional support personnel work together to review academic history, credit completion, attendance patterns, assessment data, and overall engagement to determine eligibility for placement in the program. Because each student enters with demonstrated barriers to meeting graduation requirements, Title I services are a core component of the program rather than an add-on. Once enrolled, students receive targeted academic support designed to ensure mastery of essential standards and progress toward course completion. Departmental teachers provide focused instruction within core classes, while the program coordinator oversees individualized planning, monitors progress, and coordinates whole-child supports that address academic, social-emotional, and behavioral needs. This comprehensive, project-based model ensures that

every student in Project Success receives the Title I interventions necessary to stay on track for graduation.

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

Student progress in Project Success is monitored through a collaborative, multi-disciplinary approach that brings together core teachers, the project coordinator, school counselors, and school social workers. Core teachers track academic performance, mastery of standards, classroom engagement, and progress toward course completion. The project coordinator regularly reviews this academic data, monitors attendance and participation in project-based learning, and facilitates communication among staff to ensure supports are aligned. School counselors contribute by monitoring students' credit accumulation, graduation pathways, and scheduling needs, while also identifying any academic or personal barriers that may impact progress. School social workers provide additional insight into students' social-emotional needs, outside factors affecting school performance, and the effectiveness of whole-child supports. Together, this team meets regularly to review data, discuss student needs, and adjust interventions as necessary. This coordinated monitoring process ensures that every student receives timely, targeted support to stay on track for mastering standards and meeting graduation requirements.

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.
 - Title I, Part A services in Project Success provide high-need students—those at risk of not graduating—with comprehensive academic and whole-child supports embedded within a project-based, well-rounded curriculum. Core teachers deliver targeted instruction and interventions aligned to standards and graduation requirements, while the project coordinator monitors progress, attendance, and engagement to ensure supports are coordinated. School counselors address credit completion and academic planning, and school social workers provide social-emotional and behavioral support. Together, this team works collaboratively to remove barriers, promote mastery of essential skills, and keep students on track for graduation.
3. If applicable, describe any expanded learning time, before- and after- school programs, and summer programs and activities offered to high need children.

Title I, Part A services in Project Success support high-need students—those at risk of not graduating—through a project-based, flexible program operating under the Michigan Department of Education’s seat time waiver for innovative programs. This waiver allows students to work at a self-paced rate while also earning hours through community service or co-op experiences. Core teachers provide targeted, standards-based instruction and intervention, while the project coordinator monitors academic progress, attendance, and engagement to ensure supports are well aligned. School counselors guide credit completion and graduation planning, and school social workers address social-emotional and behavioral needs. Together, this collaborative team delivers comprehensive Title I supports that remove barriers, promote mastery of essential skills, and keep students on track for graduation.

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



ALL SETTINGS	<ul style="list-style-type: none"> • Stay in supervised areas • Keep hands, feet, and objects to self • Report broken items • Report unsafe behavior 	<ul style="list-style-type: none"> • Have a Positive Attitude • Be Kind and Helpful • Clean up after yourself • Speak Appropriately 	<ul style="list-style-type: none"> • Be on time and prepared • Line up quickly and quietly • Follow Dress code • Follow Directions the first time they're given
CLASSROOM	<ul style="list-style-type: none"> • Sit in seats properly • Keep hands, feet and objects to self • Follow all fire, severe weather, and lockdown drill procedures • Stay in assigned location 	<ul style="list-style-type: none"> • Be helpful and kind • Speak at appropriate times • Follow directions immediately • Use Whole Body Listening 	<ul style="list-style-type: none"> • Be on time ,positive, and prepared • Use whole body listening • Do your best work and participate •
CAFETERIA	<ul style="list-style-type: none"> • Walk at all times • Hands, feet and objects to self • Stay in seat until dismissed • Carry lunch tray with two hands 	<ul style="list-style-type: none"> • Use polite table manners • Be patient in line • Be Helpful and Kind 	<ul style="list-style-type: none"> • Raise your hand to use the restroom or to empty your lunch trays. • Keep food in Cafeteria • Clean up your eating area
ASSEMBLIES	<ul style="list-style-type: none"> • Maintain personal space • Enter and exit in an orderly manner • Stay with your group or class 	<ul style="list-style-type: none"> • Use Whole Body Listening • Show appreciation (applause) 	<ul style="list-style-type: none"> • Sit quietly with feet and hands to self • Respond to quiet signal • Listen to adults

HALLWAYS	<ul style="list-style-type: none"> • Walk at all times on the right side • Keep hands ,feet, and objects to self • Keep lockers and floor clear and organized. • Be aware of your surroundings 	<ul style="list-style-type: none"> • Place litter in trash cans • Use your inside voice • Be respectful of other classrooms • Be kind and helpful 	<ul style="list-style-type: none"> • Close lockers and classroom doors quietly • Go directly where you are expected
BATHROOMS	<ul style="list-style-type: none"> • Wash hands using soap and water and dry hands completely • Keep water in sinks and toilets • Avoid horseplay • Keep electronics in classroom or locker. 	<ul style="list-style-type: none"> • Keep hands , feet, objects, and body to yourself • Respect privacy of others • Clean up after yourself 	<ul style="list-style-type: none"> • Do your business quickly • Flush the toilet • Inform teacher of any problems • Keep bathroom graffiti free
LOCKER ROOMS	<ul style="list-style-type: none"> • Keep hands , feet, objects, and body to yourself • Leave electronics out of the locker room. 	<ul style="list-style-type: none"> • Clean up after yourself • Respect privacy of others • Only touch your belongings • Be kind and helpful 	<ul style="list-style-type: none"> • Close and lock lockers • Report any problems to your teacher
BUSES	<ul style="list-style-type: none"> • Walk at all times • Keep hands, feet, and objects to self • Be seated facing forward • Wait for bus to 	<ul style="list-style-type: none"> • Listen and follow directions • Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> • Be on time • Respond to bus quiet signal • Tell office about bus changes • Keep track of belongings

	stop before standing <ul style="list-style-type: none"> Keep aisle clear 		
	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
OUTSIDE RECESS	<ul style="list-style-type: none"> Report problems to an adult Think and act safe Dress for the weather Be aware of others 	<ul style="list-style-type: none"> Be a good sport Hands and feet to self Respect school property Let everyone play Use appropriate language 	<ul style="list-style-type: none"> Use equipment responsibly Place litter in trash cans Wait your turn Line up quickly and quietly
ENCORE	<ul style="list-style-type: none"> Sit in seats properly Keep hands, feet and objects to self Follow all fire, severe weather, and lockdown drill procedures Stay in assigned location 	<ul style="list-style-type: none"> Be helpful and kind Speak at appropriate times Follow directions immediately Use Whole Body Listening 	<ul style="list-style-type: none"> Be on time ,positive, and prepared Use whole body listening Do your best work and participate
INDOOR RECESS	<ul style="list-style-type: none"> Report problems to an adult Think and act safe Be aware of others 	<ul style="list-style-type: none"> Be a good sport Keep hands ,feet, and objects to self Respect school property Let everyone play 	<ul style="list-style-type: none"> Use equipment responsibly Place litter in trash cans Wait your turn Line up quickly and quietly
OFFICE	<ul style="list-style-type: none"> Walk to the office Stay in the office until directed to return 	<ul style="list-style-type: none"> Be helpful and kind Speak at appropriate times 	<ul style="list-style-type: none"> Be a positive example for guests in the building. Report to office quickly and quietly

	<ul style="list-style-type: none"> to class or home. Stay in assigned area 	<ul style="list-style-type: none"> Follow directions immediately Use a quiet voice 	<ul style="list-style-type: none"> Return to class quickly and quietly
MEDIA CENTER COMPUTER LABS	<ul style="list-style-type: none"> Sit in seats properly Keep hands, feet and objects to self Follow all fire, severe weather, and lockdown drill procedures Stay in assigned location Food or drinks should not be in the labs 	<ul style="list-style-type: none"> Be helpful and kind Speak at appropriate times Follow directions immediately Use Whole Body Listening 	<ul style="list-style-type: none"> Be on time ,positive, and prepared Use whole body listening Do your best work and participate

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, Part A services in Project Success are fully integrated with and supportive of the regular education program by providing targeted, standards-based assistance within core classes and aligning interventions directly to graduation requirements. Core content teachers deliver individualized support and monitor mastery of essential skills, ensuring students in the program remain connected to the same academic expectations as their peers. The project coordinator works closely with departmental teachers to track progress, address learning gaps, and adjust instruction as needed, while counselors oversee credit requirements and scheduling to maintain alignment with the district's standard pathways. Social workers further support students by addressing social-emotional or behavioral barriers that could impact participation in the regular curriculum. Operating under the state's seat time waiver, the program provides a flexible, self-paced structure that still ensures full access to the district's curriculum, making Title I services an integral, coordinated component of the overall educational program.

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.

Project Success coordinates closely with the regular education program by ensuring that students who enter—through a referral process initiated by staff or family request—continue to receive instruction aligned to district standards and graduation requirements. Once a request is made, a team meeting with administration, teachers, counselors, and families determines whether the program is the best placement, ensuring continuity and alignment with the student's regular education pathway. Within the program, core teachers provide targeted, standards-based support, while the project coordinator, counselors, and social workers monitor progress, address barriers, and adjust interventions to keep students connected to the regular curriculum in a flexible, self-paced environment authorized under Michigan's seat time waiver. Students exit the program upon successful completion of all graduation requirements, demonstrating that supports are fully integrated with—and directly reinforce—the expectations of the regular education program.

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.

Project Success prepares students for post-secondary opportunities through individualized academic planning, career exploration, and support for both college- and career-focused pathways. School counselors work closely with students to ensure they meet graduation requirements and are aware of options such as dual enrollment, Advanced Placement (AP) courses, and Career and Technical Education (CTE) or work-based learning experiences. The program's flexible, self-paced structure allows students to balance core coursework with community service, co-op placements, or other experiential learning opportunities that build skills for future success. The project coordinator and social workers provide guidance and support to address academic, social-emotional, and logistical barriers, helping students build confidence and readiness for post-secondary education, training programs, or the workforce. Through this coordinated approach, Project Success ensures that students leave the program prepared for a smooth transition to college, vocational training, or career pathways.

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. **N/A**
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.

N/A

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.

Professional Development Schedule 2025-26
8/12/25 District PD: Building Safety, Restorative Practices, Technology Assistance
8/13/25 District PD: Math and ELA Instructional Guidance
8/14/25 District PD: Special Education Accommodation Tools
9/24/25 Building PD: MTSS
10/10/25 Building PD: EWIMS
11/4/25 District PD: Tier I Instructional Practices
12/10/25 Building PD: Using Data to Drive Instruction
2/4/26 District PD: Standards Based Instruction
3/4/26 District PD: Standards Based Instruction
5/13/26 Building PD: Summative Data Breakdown

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

CHARLOTTE PUBLIC SCHOOLS

Mentor Program Guide

MENTOR TEACHER JOB DESCRIPTION

A mentor teacher's main purpose is to provide educational leadership and collaboration so that teacher's first years at Charlotte are ones of professional growth and personal development. This will guide the teacher to be a contributing part of the positive culture of the school district.

The mentor teacher's role includes classroom visitations, observations, and feedback sessions with the probationary teacher. This will include emphasis on instructional process, differentiation, classroom management, teacher evaluation and relationship building.

Essential Job Functions:

- Mentors are expected to work with mentees approximately 2 - 3 hours per month and to maintain records of interactions in the mentor log
- Establish relationships with mentees based upon trust and respect
- Establish clear roles and expectations
- Explain school timelines and requirements: progress reports/report cards, parent conferences, etc.
- Support with required documentation: accommodation logs, attendance, Skyward, etc.
- Ensure the mentee teacher knows the importance of parental involvement and assist him or her in developing effective techniques for communicating with parents
- Engage in meaningful conversations revolving around instruction practice
- Model effective teaching techniques and practices
- Navigation of district website and how to find board policies, teacher contract and building handbooks
- Appropriate use of social media
- Any other institutional knowledge of processes and procedures

Activity Timeline

Beginning of the year

- ☐ Initial meeting
- ☐ Tour of the building
- ☐ Introduce new teachers to other staff
- ☐ Meet principals and/or superintendents
- ☐ Orientation
- ☐ Expectations of Student/Parent Open House
- ☐ Assist with the classroom management plan
- ☐ Share resources
- ☐ Curriculum resources

Middle of the year

- ☐ Report cards and grading
- ☐ Review first semester's experience
- ☐ Budgeting and ordering for the following year
- ☐ State testing procedures

End of the year

- ☐ Discuss end of the year procedures
- ☐ Awards, certificates or recognition activities for students

- ___ Evaluation process
- ___ Identify goals for next year
- ___ Celebration/recognition

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.

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.charlotteorionles.com/downloads/curriculum_instruction/cps_title_i_parent_and_family_engagement_plan_2025-26.pdf

2. Attach the Title I School-Parent Compact.

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.charlotteorionles.com/downloads/curriculum_instruction/cps_title_i_school-parent_compact_letter_25-26.pdf

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	N/A
2. The Title I program will be reviewed at least annually and revised as necessary **YES**
 Date Title I program was last reviewed/revised: **8/14/2025**
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.