



PATTON ELEMENTARY SCHOOL

Title I School/Parent COMPACT

The compact was developed by the staff with feedback from the parents. The staff at Patton Elementary School understand the importance of School/Parent partnerships in supporting the child to succeed at school by mastering the state content standards. Therefore, each member of the student's support team agrees to the following commitments with opportunities for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers.

Patton Elementary School Staff: I will support every student in their education by:

1. RESPECTING all school staff, students, and their families.
2. Creating an environment that is conducive to learning with clearly outlined class procedures, rules, and grading guidelines.
3. Delivering high quality instruction aligned to state standards
4. Providing families with timely feedback on student progress
5. Creating positive two-way communication between home and school
6. Encouraging opportunities for parent engagement and sharing strategies for home learning.

Patton Elementary School Parents: I will support my child in their education by:

- ☐ RESPECTING all school staff, students, and their families
- ☐ **Seeing that my child attends school regularly and is punctual**
- ☐ Promoting and monitoring safe behaviors in and out of school to support school policies
- ☐ Communicating with teachers about student progress and concerns
- ☐ Attending Parent/Teacher Conferences
- ☐ Setting a time and workspace at home to ensure homework/assignments is completed
- ☐ Sending them to school with adequate rest, any necessary medical attention, proper nutrition and appropriate attire
- ☐ Reviewing my child's backpack/folder/Class DOJO/schoolwork daily
- ☐ Making an effort to volunteer and participate in school events
- ☐ Setting up and monitoring my child's Parent Portal (If you need instructions, please call the office, 586.445.5795)

Patton Elementary School Students: I will do my best in school by:

1. RESPECTING all school staff, other students, parents, and my school
2. Coming to school every day ready to learn
3. Being prepared for class by having all necessary materials, assignments, and homework
4. Be RESPONSIBLE for my own behavior and learning by following school and class rules
5. Be SAFE by communicating school or social problems with my parents and teachers
6. Work cooperatively with other students
7. Listen carefully and focus in the classroom
8. Doing my part to keep my school clean, safe, and orderly

Reviewed at Open House & Parent/Teacher Conferences

Student Name	Date
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2026-2027 Patton Elementary School Parent and Family Engagement Plan

In accordance with the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *Every Student Succeeds Act of 2015 (ESSA)*

Parents, staff, and the building administrator have developed this Parent and Family Engagement Plan in accordance with the ESSA Section 1116 activities which are accomplished at Patton Elementary School in the ways listed in each Section.

ESSA Section	Ways in Which <u>Patton Elementary School</u> Staff Accomplish These Activities
1116(b)(1) This Plan has been jointly developed and distributed to parents and family members in a language that can be understood. The Plan is updated periodically to meet the changing needs of parents and the school.	Describe the development of the Plan, including the stakeholders involved, the steps taken to ensure the Plan is understood, and the process for updating the Plan. <u>The Title I Parent and Family Engagement section of Every Student Succeeds Acts (ESSA), Section 1116(b) requires each school to develop a written parent and family engagement plan that describes the means for carrying out the requirements of Section 1116, subsections (c-f). The school will ensure that parents and families are notified of the plan and that the plan will be:</u> <u>• Presented to parents and families in an understandable and uniform format</u> <u>• Provided in a language that parents/families can understand</u> <u>• Developed jointly with, and agreed upon by parents and family members</u> <u>• Distributed to all parents and family members</u> <u>• Made available to the local community</u> <u>• Updated periodically to meet the changing needs of parents, family members and the school</u>
1116(c)(1) Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved.	An annual meeting is held which includes information for parents on: <u>Thursday, September 17th 5:30-7:00</u> How are parents encouraged to attend? <u>Parents and family members will be made aware of the Annual</u> <u>monthly postings on the school's calendar, postings on the school's marquee, posting on the school's website and thru robo call, newsletter. Flyers are also sent home for reminders. The following will be discussed at the Title I Schoolwide meeting:</u> <u>• An overview of a Title I Schoolwide Program and services available</u> <u>• The Home-School Compact will be revisited and</u>

ESSA Section	Ways in Which School Staff Accomplish These Activities
	<u>modified if needed</u> • <u>The Parent and Family Engagement Plan will be revisited and modified if needed</u> • <u>Families will be invited to attend the Annual Title I Meeting to be informed about school services</u> • <u>Parents and family members may meet with teachers and/or administrators to receive answers to questions regarding school procedures after they have been reviewed</u> • <u>Parents and family members will be informed about curriculum and academic planning</u> • <u>The Annual Education Report (AER) is discussed and Page 2 of 6</u> <u>explained to parents and family members</u> • <u>Michigan required assessments and the school's state and local data points</u> • <u>Spending of Title I Parent and Family Engagement Funds are also reviewed and discussed</u>
1116(c)(2) Offer flexible number of meetings at times convenient to parents and provide transportation, childcare, or home visits as it relates to parental involvement.	Meetings are offered at times convenient for parents and if needed, transportation, childcare, and home visits can be arranged: <u>Parents and family members that are unable to attend meetings shall be invited to submit written questions and concerns that may be addressed during and/or after meetings. When at all possible, meetings will be scheduled on the same day, but at different times, as other evening activities to make it easier for parents and family members to attend. Parents and family members shall be invited and encouraged to attend:</u> • <u>The Annual Title I Meeting</u> • <u>School Improvement Team meetings and Teacher Conferences</u> • <u>Morning and afternoon workshops</u>
1116(c)(3) Involve parents in an organized, ongoing and timely way in the planning, reviewing, and improvement of Title I programs, including the development, review, and improvement of the Parent and Family Engagement Plan and the Schoolwide Program Plan.	Parents are involved in the development of the School Improvement Plan and Title I Program development in the following ways: <u>Parents and family members will participate and provide input in, on or through the following:</u> <u>the development of the School Improvement Plan</u> • <u>PTO Meetings</u> • <u>Distribution of Surveys</u> • <u>Conferences</u> • <u>Open House</u> • <u>Title I Meetings</u> • <u>progress reports</u> • <u>report cards</u>

ESSA Section	Ways in Which School Staff Accomplish These Activities
	• <u>online resources thru Michigan Department of Education and/or Roseville Community Schools</u> • <u>Phone calls and emails</u>
1116(c)(4)(A) Provide parents of Title I children timely information about the Title I Program.	Parents are provided information regarding the school Programs in the following ways: <u>Teachers communicate weekly with parents through newsletters, emails, various multimedia (Remind, DoJo, Messenger, etc)</u> <u>Monthly Newsletters</u> <u>Open House</u> <u>Progress reports</u> <u>Report Cards</u> <u>Common Core Standards (I Can Statements) online/print</u> <u>Conferences</u> <u>Phone Call</u>
1116(c)(4)(B) Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the achievement levels students are expected to meet.	Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways: <u>Annual Report</u> <u>Online resources provided through the State of Michigan Department of Education</u> <u>Parent-Teacher communications including building/classroom communications</u> <u>IRIPs (individualized reading instruction program</u> <u>IReady Diagnostics/progress reports/Growth Targets</u> <u>MStep test results</u> <u>School website</u> <u>District Website</u> <u>Parent-Teacher Conferences</u> <u>Progress reports</u> <u>Report cards</u> <u>Pre and Post test data</u> <u>PTO meetings</u> <u>Parent Portal available for grading and attendance monitoring</u> <u>Daily office hours</u>
1116(c)(4)(C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision-making as it relates to their child's education, and to respond to any suggestions as soon as possible.	Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways: <u>Individualized Reading Plan meetings (online, phone or in person)</u> <u>Child Study Meetings for at-risk students (academic and behavioral)</u> <u>Teacher availability to talk with parents as concerns arise daily office hours (emails, online, phone, Schoology, Teams)</u> <u>Superintendent Discussion Groups</u> <u>Board Meeting</u>

ESSA Section	Ways in Which School Staff Accomplish These Activities
1116(c)(5) Ensure that if the Schoolwide Program Plan is not satisfactory to parents of participating students, submit any parent comments on the Plan when the school makes the Plan available to the Local Educational Agency (LEA).	If parents are not satisfied with the School Improvement Plan or Programs, they have opportunities to make comments by: <u>If parents are not satisfied with the School Improvement Plan or Programs, they have opportunities to make comments by:</u> <u>Parent surveys for feedback after Title 1 events</u> <u>PTO meetings</u> <u>School Improvement Parent Survey asking for feedback in multiple areas of school operations</u> <u>Superintendent Discussion Groups</u> <u>Board Meetings</u>
The School-Parent Compact Must:	
1116(d) Jointly, with parents, develop a School-Parent Compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement.	☒ Yes ☐ No
1116(d) Clearly explain district and school goals for students to meet the challenging State academic standards.	☒ Yes ☐ No
1116(d) & 1116(d)(1) Describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and instruction.	☒ Yes ☐ No
1116(d) & 1116(d)(1) Describe specific ways parents will be responsible for supporting their children's learning.	☒ Yes ☐ No
1116(d) Describe specific ways students will be responsible for their learning.	☒ Yes ☐ No
1116(d) & 1116(d)(2)(C) Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers.	☒ Yes ☐ No
1116(d) & 1116(f) Describe how parents and family members are involved in developing and revising the compact.	☒ Yes ☐ No
1116(d)(1) & 1116(d)(2)(A-C) Ensure regular two-way meaningful communication between family members and school staff throughout the school year, so that parents are kept up to date on their students' progress and get regular tips on home learning.	☒ Yes ☐ No
1116(f) Communicate information using family friendly language and format.	☐ Yes ☐ No
1116(e)(1) Shall provide assistance to parents of students served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress and work with educators to improve the achievement of their children.	How does the staff provide assistance to parents to help them understand the content standards, assessments, how to monitor their child's progress, and how to work with educators to improve the achievement of their children? What training is provided to families? <u>The Annual Title I Meeting</u> <u>The annual Open House-question & answer session</u> <u>Parent workshops</u> <u>Scheduled conferences</u> <u>Telephone and email</u> <u>Newsletters (monthly)</u> <u>Class DoJo</u> <u>Parent Teacher Conferences</u>

ESSA Section	Ways in Which School Staff Accomplish These Activities
	<u>Parent Portal</u>
1116(e)(2) Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.	Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include: <u>Schoology support for parents through instructional videos and documents; All training and support materials are available virtually.</u> <u>-Staff will provide parents with i-Ready diagnostic results</u> <u>-Annual Open House</u> <u>Title I Meeting</u> <u>PTC Parent Teacher Conferences</u> <u>Email and Class Dojo</u> <u>Parent Workshops</u>
1116(e)(3) Shall educate staff in the value and utility of parents' contributions, in how to reach out to, and communicate with, and work with parents as equal partners, to coordinate and implement parental involvement programs, and to build relationships between the parents and the school.	On-going professional development for staff on effective ways to increase parental involvement occurs annually. They include: <u>On-going professional development for staff on effective ways to increase parental involvement occurs annually. They include:</u> <u>District Provided Professional Development days are scheduled throughout the school year.</u> <u>Professional Learning Communities at building and district levels focus on instruction and communication topics.</u> <u>Teachers receive diversity training.</u> <u>Continuous Improvement meetings</u> <u>Late starts provide staff the opportunity to discuss effective ways to increase parental involvement.</u> <u>Teachers have time built into their schedules for parent communication.</u>
1116(e)(4) Shall coordinate and integrate parental involvement Programs and activities with other Federal, State, and local Programs, including public preschool Programs, and conduct other activities, such as parent resource centers, that encourage and support parents	Coordination with other Programs for parental involvement includes: <u>Coordination and integration of Federal, state and local programs and services to support eligible Title I, Part A students is planned, organized, and implemented through district and building level teams (i.e., Early Literacy Specialist, Reading Interventionist, Math Interventionist, social worker, teacher consultant, psychologist, speech pathologist, School Aged Child Care, GSRP, MISD Homeless</u>

ESSA Section	Ways in Which School Staff Accomplish These Activities
in more fully participating in the education of their children.	<u>liaison, etc.).</u>
1116(e)(5) Shall ensure information is shared with parents in a language and format they can understand.	Information is shared with parents in a language and format they can understand. Examples include: <u>Daily office hours for parent/student communication (2:51-3:35)</u> <u>ELL interpreters, BIA available through the MISD to facilitate meetings if needed.</u> <u>Paper copies, virtual copies, videos are available for parents to read.</u>
Gray Area - Recommended Best Practice, but Not Required	
1116(e)(6) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.	_____
1116(e)(7) May provide necessary literacy training from funds received under this part if the LEA has exhausted all other reasonably-available sources of funding for such training.	_____
1116(e)(8) May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.	_____
1116(e)(9) May train parents to enhance the involvement of other parents.	_____
1116(e)(10) May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work	_____

ESSA Section	Ways in Which School Staff Accomplish These Activities
directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.	
1116(e)(11) May adopt and implement model approaches to improving parental involvement.	_____
1116(e)(12) May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Programs supported under this Section.	_____
1116(e)(13) May develop appropriate roles for community-based organizations and businesses in parental involvement activities.	_____
1116(e)(14) Shall provide other reasonable support for parental involvement activities as parents may request.	Parents are provided with other reasonable support such as: <u>ELL interpreters are available through the MISD to facilitate meetings.</u> <u>Teacher meetings as needed.</u> <u>Virtual meetings to address parent concerns.</u> <u>Schoology trainings.</u> <u>Math and reading trainings.</u> <u>Virtual registrations for conferences</u> <u>Community referrals and local services are rendered through the school by local agencies</u> How does the school collect this information? <u>E-mail, phone calls, virtual meetings.</u>
1116(f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Staff provide opportunities for full parent participation: <u>A translator can be provided for parents of limited English proficiency</u>

2026-2027 Patton Elementary Title I Schoolwide Plan

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: PATTON 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**
 - a. [25-26 Patton CNA Summary.docx](#)

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**
 - <https://rosevillepride.org/parents/roseville-curriculum/>
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?
 - a. Collective Responsibility
 - b. Data Based Decision Making
 - c. Family Engagement
 - d. Guaranteed and Viable Curriculum
 - e. MTSS PBIS Behavior
 - f. MTSS General
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?
 - a. Collective Responsibility
 - b. Data Based Decision Making
 - c. Family Engagement
 - d. MTSS Behavior

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.
 - a. Continuous Improvement Team
 - b. iReady Assessment 3 times per year in Math & Reading
 - c. MSTEP scores for grades 3-5
 - d. Monthly data digs using iReady data
 - e. Grade level collaboration summative assessments to pinpoint areas of concern
 - f. Progress monitoring using iReady
 - g. IRIPS for students struggling in reading
 - h. Interventionists and ELS provide support for students struggling with reading.
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.
 - a. iReady assessment done 3 times per year in math and reading
 - b. ELS (early literacy specialist) in conjunction with the two interventionists and classroom teacher monitor and work with students who are below the 25th percentile
 - c. iReady achievement to above this percentile removes them student from the iRIP
3. Describe how the progress of participating students is monitored and reviewed on an ongoing basis.
 - a. Teachers are progress monitoring on a weekly basis using units mastered and minutes invested in the subjects of math and reading. Each subject has a minimum time investment of 45 minutes per subject per week.

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)]

- b. The school will minimize removal of children from the regular classroom during regular school hours for the delivery of supplemental services. **YES**
- c. 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.
 - 1. All students receive T-1 class instruction in literacy and math.
 - 2. During T-2 class time identified title 1 students receive approximately 30 minutes of research-based instruction by a highly qualified teacher or trained interventionist 3x/week.
 - 3. Students receive research-based instruction.
- d. If applicable, describe any expanded learning time, before- and after- school programs, and summer programs and activities offered to high-need children.
 - 1. K-5 extended year summer learning program
 - 2. 2 sessions of Building Healthy Communities after school programming K-2 and 3-5
- e. If applicable, describe any schoolwide tiered model to prevent and address behavior problems and early intervention services designed to support high-need students.
 - 1. PBIS
 - 2. Student Assistant Specialist (pull-out groups, 1:1 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?
 - a. MTSS Academic & Behavior Supports
 - b. SAS (Student Assistant Specialist) weekly pull-out
 - c. Child Study Process
 - d. IEP
 - e. 504
 - f. IRIP Meetings
 - g. PLC/Grade Level Collaboration meetings
2. For schools with kindergarten or a Title I funded preschool program: Describe the school's early childhood transition strategies for preschool age children.
 - a. Pre-school visit from the 'feeder' school for a tour, story time and activity
 - b. Kindergarten registration and round up 2x/year
 - c. Summer transitions-popsicles with the principal in August
 - d. Summer school opportunity-Kinder-connect
3. For all schools: Describe the school's transition strategies for children entering or exiting the grade span served by your school.
 - a. Tour & visit of the middle school
 - b. Middle school counselors come in and talk with the 5th graders about scheduling
 - c. Parents and students are invited to tour the middle school
 - d. Transitions at end of summer with incoming 6th graders orientation day
 - e. Secretaries transfer information/CA-60's to the middle school
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. **N/A**
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**
4. 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](#)]

- a. All the instructional support paraprofessionals, in the Title I, Part A building, meet state qualification requirements for instructional paraprofessionals. **YES**
- b. All the teachers, in the Title I, Part A building, meet state qualification, certification, and licensing requirements for their assigned placement. **YES**
- c. The school will support parental right-to-know requirements outlined in ESEA Section 1112(e)(1)(A) regarding teacher and paraprofessional qualifications. **YES**
- d. 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.
 - a. [2023 2024 Priority DPPD Topics.pdf](#)
2. Please describe the induction and mentoring program within your school.
 - a. 2-year teacher mentor program
 - b. New teacher training provided by the district through the MISD
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.
 - a. 2025-2026 Patton Parent and Family Engagement Plan
2. Attach the Title I School-Parent Compact.
 - a. [26-27 Patton Title I School Parent Compact.docx](#)

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 personnelYES
 - e. Other appropriate school personnel.....YES
 - f. Parents and Families (surveys)YES
 - g. Students (surveys)YES
 - h. Community members.....NA
 - i. Tribes and Tribal Organizations.....NA
2. The Title I program will be reviewed at least annually and revised as necessaryYES
 Date Title I program was last reviewed/revised: **5/21/26**
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.