

2025-26 Vestaburg 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: Vestaburg Elementary School Wide Title 1 Plan

Title I Program Type: School-Wide

Requirement 1: Comprehensive Needs Assessment

[Sections 1112(b)(1), 1114(b)(6), 1115(e)(2)(A)]

1. Vestaburg Elementary 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. [VCS CNA 2023-24 Action Plan.docx](#)
- b. [VCS 2023-24 CNA Summary Template.docx](#)

Requirement 2: High-Quality Instruction and Support 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?
 - a. Professional learning communities will be developed and implemented in the areas of Humanities, STEM, and SPED
 - b. K-6 grade levels will implement the Benchmarks Advanced curriculum, which is based on the science of reading research. Benchmarks Advanced includes cross-curricular content, interventions, and assessments to increase student achievement
 - c. Using data-based individualization, the intervention teams will assist teaching staff in creating small-group instruction focused on student needs
 - d. 75% or more of the elementary teaching staff will attend LETRS professional development to increase literacy knowledge and develop research-based strategies to increase proficiency rates
 - e. Early elementary teaching staff will be trained in and supported in the use of Hagerty strategies
 - f. Elementary teachers will be trained and supported in the use of UFLI strategies

- g. An elementary team consisting of teachers, interventionists, and administrators will attend MTSS's Intensifying Literacy Interventions training to develop school-wide criteria for the entrance and exit of students to intervention groups and child study teams

- 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. Increase parent and family engagement
- b. Guaranteed and viable tier-one curriculum
- c. Data-based decision-making process
- d. MTSS General Academics
- e. Collective Responsibility

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. The first step in identifying a struggling student is to review the assessment scores. Vestaburg utilizes data from NWEA and Acadience. The intervention team/SLT currently utilizes the data 3 times a year to determine the actual student placement in the tiered groups. The process is led by the intervention team including Literacy and Math Coaches and interventionists. The data is kept in a shared sheet entitled the PIAT (putting it all together). All instructional staff have access to the sheet to make informed decisions. All students are listed including students with diverse/special needs. At the end of the year, the data is analyzed and growth is reported to staff.
 - b. Staff at Vestaburg Elementary will utilize data-based individualization to ensure the placement of students in the appropriate intervention group.

- 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. Exit and entrance protocols are based on developmentally appropriate skills. Students demonstrating a below-benchmark score on any developmentally appropriate literacy skill will be placed in an intervention group. The student is then monitored by the intervention team, and interventions are intensified or discontinued based on the progress monitoring data.
3. Describe how the progress of participating students is monitored and reviewed on an ongoing basis.
 - a. Currently, students are benchmarked/ monitored 3 times a year using the district assessments- NWEA and Acadeince. The staff has currently been going through training to progress monitor students utilizing intervention services. Tier 1 is planned for monthly, Tier 2 is bi-weekly, and Tier 3 is weekly.

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 the 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 that are provided to high-need children to support the provision of a well-rounded curriculum to those children.
 - a. All students will receive tier-one classroom instruction in both literacy and math. During tier two classroom time, all students will receive 30 minutes of research-based instruction by a highly qualified teacher or highly qualified and trained paraprofessional five days a week. During tier two instruction + students receive research-based and developmentally appropriate instruction such as Fountas and Pinnell Leveled Literacy Intervention system, Heggerty, Phonics for Reading, SPIRE, ULFI, Benchmark Advanced Intervention, Touch Math - IXL or MobyMax for Online Math & Reading.

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

a. NA

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

a. A tier 2 Behavior team will be created. The team will meet every other week to analyze Early Warning Indicator data

- b. A tier 2 team will create and implement a behavioral child study process to identify appropriate support for struggling students
- c. A check-in/check-out system will be created, implemented, and monitored
- d. Tier 2 Behavior team members will present current data each month at the PPD meetings. Data will then be utilized to identify the “behavior focus” for the following month. Strategies that coincide with that behavior will be highlighted for staff
- e. Tier 2 teams will push into classrooms to teach conflict-resolution strategies
- f. Tier 2 teams will work with early elementary teachers to teach and facilitate the learning of social skills needed for students to meet the school-wide expectations
- g. Elementary teachers will utilize “calm down” areas/strategies to support emotional regulation

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. Title 1 services support students at tier 1 & 2 levels to ensure skills are developed to assist students in maintaining grade-level expectations. Our Title 1 uses interventions designed from the same curriculum as general education.

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. Family engagement activities
 - b. Kindergarten registration and round-up
 - c. Open House
 - d. Open-door policy for classroom visits
 - e. Summer School Bootcamp for identified students.

3. For all schools: Describe the school’s transition strategies for children entering or exiting the grade span served by your school.
 - a. Our district is all on one campus. As students exit the 5th grade, they are transitioned to the middle school hallway. Our kindergarten students have a “Boot Camp”. There are two sessions that each run for a week. Each entering Kindergarten family chooses one of the sessions. In those sessions, the preschool staff practice Kindergarten behavioral

expectations, learn lunchroom procedures, practice bus riding, and begin small academic tasks.

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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.

a. NA

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

a. Foster care and homeless liaison: Christina Hartman email: chartman@vcs-k12.net

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. No
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.
 - a. Currently, we do not have a certified Physical Education/Preschool teacher; these positions staff working in them are in attendance at a college to receive their teaching degree in the appropriate areas.. We are working on and are providing numerous professional development opportunities for these staff as well as coaching and school mentors. We are providing training in all tier-one instruction as well as the small group interventions that this position might need.

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. Refresher Trails training for all staff, as needed

b. Advance Benchmark Reading Curriculum all K-5 staff

c. PLC training for all staff

d. Data Days to be able to adjust the small group interventions

e. Literacy and Math Coach for PLC time.

f. Curriculum Camp for grade-level staff to vertically align and discuss all K-5 teachers.

g. Math Expression- math talk training- all K-5 teachers

h. Intensifying Literacy Interventions- small lead group

i. Restorative Practices- small lead group

2. Please describe the induction and mentoring program within your school.
- a. [Vestaburg Elementary Mentor Guide](#)

b. [Mentor /Mentee Expectations](#)

c. Our new teacher has a mentor for the first 5 years of teaching. Each new teacher is assigned a one-on-one mentor, and both mentor and mentee are invited to attend our monthly mentor meetings.

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's Parent and Family Engagement Plan that implements the district's Policy.
- a. [Parent Engagement 25-26](#)

b. [Parent and Family Engagement.docx](#)

2. Attach the Title I School-Parent Compact.

a. [Elementary School 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

NO

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 20, 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.