Title I Schoolwide Plan 2026-2027 Keicher Elementary

This plan is aligned to the program requirements for Title I 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: Keicher Elementary

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 use of its Title I, Part A funds. **Yes**

Requirement 2: High Quality Instruction and Supports for <u>All Students (Tier 1)</u>
[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 Multi-Tiered System of Support (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels.

   Family engagement efforts are purposeful, and intentional, and identify learner outcomes.

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?

   The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Family engagement efforts are purposeful, and intentional, and identify learner outcomes.

This year will be our 3rd year providing a Parent Cafe experience for our families. A Parent Cafe' is a powerful and impactful strategy to engage parents and caregivers in meaningful ways. We know that parents and caregivers play the most critical role in the growth and development of their child/ren and that their influence is immeasurable. We also know that partnering with parents is vital to the success of the work that we do. Parent Cafe' is an evidence-based parent engagement strategy that:

- helps establish trust and community between parents/caregivers and providers
- builds an understanding of the power of protective factors
- sees and values parents/caregivers in their important role
- fosters communication and support among parents and caregivers

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.

   Benchmark assessment is done 3 times a year by the classroom teacher using local ELA & Math NWEA assessments. Grade-level teams meet with Title I Teachers, paraprofessionals, and administration to review and prioritize student results. Students the furthest away from mastering the state standards are identified first to receive services. Parents are notified by the school when their child is selected for Title I support services, and have an opportunity to ask questions and provide feedback.

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.

   Entrance Criteria:

Process for Title I Math Selection

All students will be assessed at the beginning of the year using both IXL Diagnostic Math Screener and NWEA MAP Assessment. Students scoring one grade level below current grade level on IXL and/or below the 20th percentile on NWEA will be further screened by the Title I teacher, using the Common Core Title I Screener (Assessing CC Standards from previous grade).
Title I Student selection will be based on total points outlined on the Student Selection Criteria Sheet. Students will be ranked and placed on a priority list using the selection criteria.
* If a tie occurs in placement on the list, the following criteria will be used to select the student for services:

1. The student with the lowest scores on the IXL Diagnostic Math Screener.
2. Their performance on the Common Core Baseline Test.
3. NWEA Math RIT Score
4. Performed in bottom 20% of all grade level students on Math M-STEP (4-6 grades)

5. Teacher Recommendation.

The Intervention groups are flexible. If a student makes adequate progress, (as shown within Progress Monitoring and/or IXL & NWEA) student will no longer go to intervention classes, and a different student will be served. The student selection process is ongoing and will be based on the most current ranks and screener scores.

Keicher Title I Student Selection Criteria Sheet-Mathematics

Student's Name:	**Date:**
Teacher's Name:	**Grade:**

Assessment	**Student Scores**		**Points**
NWEA – (Current Year) **Once Available**	**RIT Score**	**Percentile** ***note 4 point standard deviation**	
< 15%= 40 points 16-20%= 35 points 21-25% = 30 points 26-35%= 20 points 36% or Above= 0 Points			
Common Core Baseline Assessment **(Based on Standards from previous grade)**	**Raw Score**	**Percent**	
55% or Lower -Intensive = 30 points 64%-54% Below Standard = 20 points 65-74% Approaching Standard = 10 points 75%-100% Meeting standard = 0 points			
IXL Math Diagnostic Assessment	**Raw Score**	**Grade Equivalent**	
More than 1 Grade Level Below =20 points 1 Grade Level- ½ Grade Level Below =15 points Less than ½ On Grade Level = 0 Points			

Total Points:	

Based on the above scores, _____

_____ Qualifies for Title I Math services at this time.

_____ **Does Not Qualify for Title I Math services at this time.**

Title I Teacher _____

Process for Title I ELA Selection

1. District data will be reviewed (M-STEP, NWEA, ORF, Fountas & Pinnell, local assessments)

2. Students will be identified for additional support based on their academic needs (typically students performing below grade level on state and local assessments and those furthest away from mastering the state standards).

Exit Criteria:

A. Standard criteria for exiting Title I program

1. Student is able to successfully function in the classroom without Title I support as determined by the following:

    a. Student must meet or exceed grade level benchmark at that current time for ELA.

B. Less common situations

1. Parent(s) request that the child exit the Title I program. Parent(s) must sign the Title I Program Services Form.

C. Procedure:

1. Parents will be notified when the student is released from the program.

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

1. Title I Interventions will be delivered for 4-6 weeks, with student progress monitoring data administered and analyzed weekly by the classroom teacher to make ongoing instructional decisions.

2. If the student is not experiencing success that is closing the achievement gap, the student will continue to receive Title I support and/or be referred to our SAT (Student Assistance Team).

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.

   Title 1 identified students receive 20-60 minutes of supplemental ELA and/or Math instruction 2-5 days per week by a certified teacher and/or highly qualified paraprofessional(s).

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

   When funds are available, the school-level teams determine whether to implement after-school and/or summer programs for identified students. When implemented, after-school programming consists of 2-3 days per week, one hour per session, by a certified teacher and/or highly qualified paraprofessional(s). When implemented, summer programs consist of 3-4 days per week, with a minimum of 3 weeks, by a certified teacher and/or highly qualified paraprofessional(s). The highest need kids will be invited to participate first and invitations will be sent out to less needy students, only as space is available.

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

   TRAILS or Navigate 360 Tier 1 SEL lessons throughout the school year for all kids.

   TRAILS or Navigate 360 Tier 2 SEL Support Groups for identified students.

   Navigate 360 Compass Curriculum as Tier 1 and 2 resources to support behavior problems among students. For example, a student who is written up for a racist comment will receive an individualized lesson on racism via Compass Curriculum. This is in addition to our Progressive Discipline system, behavior rubric with consequences, and restorative conversations that occur with every behavior infraction.

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 1 staff meets with regular education teachers regularly during our early release and common planning times to analyze student data, discuss student progress and student goal setting, and adjustment of instructional strategies as necessary.

2. For schools with kindergarten or a Title I funded preschool program: Describe the school's early childhood transition strategies for preschool-age children.

   Not applicable

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

   For 2nd graders going to 3rd grade students have the opportunity to become familiar with routine and processes at the 3rd grade Orientation and Back to School Open House, as well as an opportunity to visit the school during an in-school transition day.

   For 6th graders going to 7th grade students have the opportunity to become familiar with routine and processes at the Back to School Open House, as well as an opportunity to visit the school during an in-school transition day.

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.

   Not applicable.

4. The school will coordinate and integrate Title I, and 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. **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. Most, not all do have their highly qualified certification to teach in Michigan. We do have a few teachers that are not yet certified, especially in Michigan's high need areas of special education and Math. All staff are in the process of becoming certified, as they are in approved programs like Teachers of Tomorrow, Talent Together, certified college programs, etc.

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.

   We have 30 hours of district-provided professional development including 4 full days and 6 early release days with 2 hours per day. Staff have an opportunity to identify personal goals, and the school also identifies school/district goals with aligning professional learning.

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

   All probationary teachers participate in the mentoring program and are assigned a mentor based on their grade level and/or content area. Mentors and mentees have an opportunity to meet either during school hours or outside of school hours. Mentor agendas are created and turned in to the principal.

   For the new teacher induction program, the district provides an opportunity for all new staff to participate in an early back-to-school day with all of the administrators and department leaders.

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:

Michigan Center Parent and Family Engagement Plan 2026-2027

2. Attach the Title I School-Parent Compact:

Michigan Center Title 1 School-Parent Compact 2026-2027

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 **NO**
    f. Parents and Families **YES**
    g. Students **NO**
    h. Community members **NO**
    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: ***6/26/2026***

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.