

Title I-A Plan Targeted Assistance Programs

Please provide responses to the following questions regarding the school's Title I-A Targeted Assistance Program.

A. Targeting Criteria

Please describe the process used to identify the students most at risk of failing, including consideration for homeless, migrant, and neglected. Please include the multiple, educationally related, objective criteria used.

- Data Review (ELA and Math) Meetings (2x annually)
 - Individual data review quarterly
- Progress monitoring
- All students have access to additional supports and interventions as needed
- Transition data from 5th to 6th grade (and 8th to 9th)

Please describe how the targeted assistance program is supplemental for students in addition to the regular core classroom instruction.

- Tier 2 and Tier 3 interventions in ELA and Math at all three grade levels
- Independent Study offered as additional support
- Check in/Check out interventions
- Instructional Coach support - schoolwide and individual
 - New teachers (within first 3 years) and self-selected teachers
 - Observations and staff feedback for monthly instruction support meeting
- Schoolwide PD based on District instructional goal

B. Leadership

Describe how the school plans to continually monitor the progress of identified students, and the criteria used to exit students from Title I-A services.

- Data Review (ELA and Math) Meetings (2x annually)
 - Individual data review quarterly
- Progress monitoring

C. Stakeholder Engagement

Please describe how parents are informed of their school's participation in Title I and its requirements. In addition, describe how parents are informed of their rights and opportunities to be involved. In your response, please provide the date of your annual Title IA meeting.

- District communication to families
- Add to weekly bulletin
- Add to Conferences
 - April 2022

D. Well-Rounded Learning System

Please describe the key components of the math and/or reading instructional program for the whole school. Describe how the mathematics and/or reading instructional programs will be organized and delivered in your targeted program.

- Interventions are supplemental and pre-teach and reinforce core instruction for Math and ELA
- ELA: Interactive Reader/Writer; Rewards; 6-minute solutions; iReady
 - Other supplemental resources: Quill
- Math: Core Mathematics and iReady
 - Other supplemental resources: Prodigy

E. Instructional strategies:

Please describe the research base or evidence of effectiveness that supports the strategies you selected for targeted students.

- ELA: iReady lessons for comprehension; 6-minute solutions for fluency; achievement grades in core; Benchmark iReady scores (Fall, Winter, Spring)
- Math: iReady lessons; achievement grades in core; Benchmark iReady scores (Fall, Winter, Spring)

F. Inclusive Policy and Practice

Please describe what strategies will be used to provide all students with opportunities to meet challenging state academic standards. Include strategies to reach economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. ESSA Section 1111(c)(2) ESSA Section 1114 (b)(7)(A)(i).

- All students have access to core instruction
- All students are assessed for need for Tier 2 or 3 intervention
- All teachers are provided with professional development on instructional best practices
- Core classrooms with special education inclusion support
- Specific interventions for students with language support needs (ELL/ELD)