

TITLE I IN THE AASD

Title I of the Every Students Succeeds Act (ESSA/ESEA) is a federal funding program designed to close achievement gaps and ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

Many schools receiving Title I Part A funding operate Schoolwide Programs, implementing overall school improvements to ensure that systems, practices, and programs are effectively aligned to reduce gaps and support every student's achievement.

School-wide Programs in the AASD identify a vision for students' academic and socioemotional success and align school improvement plans to this vision. Such programs also articulate a plan to engage parents and caregivers as stakeholders in their children's education and in the implementation of a Title I school improvement plan.

CONTINUOUS SCHOOL IMPROVEMENT PLAN

Columbus Elementary: 2024-25

OUR PLAN TO ENGAGE FAMILIES IN THEIR CHILDREN'S LEARNING AT COLUMBUS IS [LINKED HERE.](#)

LITERACY

30% of students will meet their stretch growth goal in reading, as measured by the Spring 2025 iReady diagnostic assessment. (11% increase from Spring 2024).

- Our school's iReady assessment data indicate a need for closing the academic reading achievement gap for our student population.
- We are focusing on improving the scores for each individual student while targeting students that score in the lowest percentile range.
- Students will meet with teacher to discuss their growth goals and identify target areas for reading
- Teachers will engage students in evidence-based universal instruction



MATHEMATICS

25% of students will meet their stretch growth goal in math, as measured by the Spring 2025 iReady diagnostic assessment. (10% increase from Spring 2024)

- Our school's iReady assessment data indicate a need for closing the academic math achievement gap for our student population.
- We are focusing on improving the scores for each individual student while targeting students that score in the lowest percentile range.
- Students will meet with teacher to discuss their growth goals and identify target areas in math skill development.
- Teachers will follow the lesson study protocol and math scope and sequence



SOCIAL EMOTIONAL LEARNING

63% of students in grades three, four, and five will respond favorably to feeling safe at school as measured by the Panorama Survey given in the fall and spring.

- When students are not feeling safe, secure, welcomed, seen, or validated, then they are not as willing to collaborate with their peers as well as take academic risks.
- Teachers will facilitate Daily Morning Meetings to foster a sense of safety and belonging.
- Teachers will share and teach universal expectations for behavior (The Koala Way).

