

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 School wide 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 social emotional 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

Johnston Elementary: 2024-25

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

LITERACY

While increasing reading proficiency to 35% for our general student population, we will increase the percentage of MLLs who score at or above grade level on the iReady Reading diagnostic assessment from 14% (fall, 2024) to 21% by the spring of 2025.

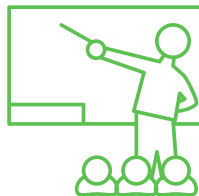
- **Additional Subgroup focus:** By the spring of 2025, we will increase the percentage of students in special education who meet their annual stretch growth goals from 22% to 30%
- We will continue our focus on Teacher Clarity, emphasizing learning intentions and success criteria.
- We will reflect continuously on our implementation of Wit and Wisdom.



MATHEMATICS

While increasing math proficiency to 22% for our general student population, we will increase the percentage of MLLs who score at or above grade level on the iReady Math diagnostic assessment from 4% (fall, 2024) to 21% by the spring of 2025.

- **Additional Subgroup focus:** By the spring of 2025, we will increase the percentage of students in special education who meet their annual stretch growth goals from 22% to 30%
- We will continue our focus on Teacher Clarity, emphasizing learning intentions and success criteria.
- We will focus on building fact fluency through universal instruction and daily number sense routines while using CLR best practices.



SOCIAL EMOTIONAL LEARNING

We will decrease our chronic absenteeism from 10.3% to 8.3% (2% decrease) as seen in Looker Studio by the end of the 2024-2025 school year.

- We will strengthen students' social emotional learning experiences.
- We will partner with our attendance coordinator to problem-solve alongside families with attendance challenges.
- We will progress monitor students who report low/no strengths on the Panorama survey.