

# 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

McKinley Elementary: 2024-25

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

## LITERACY

**When all students in our school are engaged in the general education classroom in the daily universal lesson, and receive growth-based instruction and feedback based upon individualized need, 40 % of students will meet their stretch growth as measured by Spring i-Ready.**

- We will maintain purposeful collaboration with specialist(s) utilizing mutual scheduling on universal instruction, individualized learning, co-teaching, etc.
- We will progress monitor as a team to make adjustments to instruction.
- We will celebrate student and educator growth.



## MATHEMATICS

**When all students in our school are engaged in the general education classroom in the daily universal lesson, and receive growth-based instruction and feedback based upon individualized need, 30 % of students will meet their stretch growth as measured by Spring i-Ready.**

- We will incorporate daily number talks into our math lessons.
- We will maintain purposeful collaboration with specialist(s) utilizing mutual scheduling on universal instruction, individualized learning, co-teaching, etc.
- We will progress monitor as a team to make adjustments to instruction.
- We will celebrate student and educator growth.



## SOCIAL EMOTIONAL LEARNING

**We will decrease the percentage of students considered Chronically Absent (missing 10% or more of all school days) from 11% (Spring 2024) to 7% in Spring 2025.**

- We will provide parent education (ex: current data, what children miss when they are out of school, and when is too sick to be at school).
- We will facilitate school-wide incentives promoting attendance.
- We will provide strategic support for students approaching and/or meeting chronic absenteeism thresholds.

