STAPLES-MOTLEY MIDDLE SCHOOL

Title 1

Targeted Assistance Plan

1. Identification of Students for Additional Assistance

As a school administrator, we use multiple objective educational measures to identify and prioritize students who need additional academic support. These include MCA (Minnesota Comprehensive Assessments) proficiency data and FASTBridge universal screening data in reading and math. Students scoring below proficiency or at high risk are flagged for additional support. We ensure equity in this process by disaggregating data to include and monitor the progress of students with disabilities, English learners, and migrant students. Teams review individual student data and consider classroom performance, teacher input, and other relevant assessments to guide support placement and intervention planning.

2. Type of Assistance Provided

Identified students receive targeted assistance through small group direct instruction in reading and math. Instruction focuses on specific skill deficits identified through assessment data and is aligned with core academic standards. Intervention groups are led by licensed teachers or intervention specialists during designated intervention blocks or through push-in/pull-out support models, depending on student need. Evidence-based instructional strategies and materials are used to accelerate learning and close achievement gaps. Progress is monitored regularly to adjust instruction and ensure effectiveness. Services are inclusive of students with disabilities, English learners, and migrant students, with accommodations and language support provided as appropriate.

3. Intended Outcomes of the Targeted Assistance Plan

The intended outcome of the Targeted Assistance Plan is to increase the number of students who are proficient in reading and math, as measured by the MCA and FASTBridge assessments. Through focused, small group instruction and data-driven interventions, students will demonstrate improved academic skills, greater confidence, and increased engagement in learning. As a result of this plan, achievement gaps will narrow, especially for students with disabilities, English learners, and migrant students. The overall instructional program will become more responsive to student needs, ensuring all learners receive the support necessary to meet grade-level standards.

4. Evaluation of the Targeted Assistance Plan

The Targeted Assistance Plan will be evaluated through ongoing collection and analysis of student performance data from MCA and FASTBridge assessments. Progress monitoring data from interventions, attendance records, and teacher observations will also be collected. Effectiveness will be determined by measuring growth in proficiency rates and skill mastery over time, with particular attention to students receiving targeted support. Regular data reviews by the intervention team will guide adjustments to instruction and resource allocation. Success will be indicated by increased proficiency, reduced achievement gaps, and positive trends in formative and summative assessment results for all student groups.

5. Title I, Part A Funded Activities

Title I, Part A funds will be used to hire a dedicated interventionist teacher who provides small group direct instruction in reading and math to students identified as needing additional assistance. The interventionist will deliver targeted, evidence-based interventions during designated times, ensuring focused support for eligible students. Funds will also cover related instructional materials and resources used exclusively with these students to address skill gaps. This expenditure directly benefits only students who are eligible and prioritized for services under the Targeted Assistance Plan.