



June 20, 2022 Board Authorization to file Title 1 application

Title I Goals for 2022-23 School Year:

1. Raise reading proficiency for K-2 from 61% (2021-22) to 67%
2. Raise reading proficiency for 3rd-4th from 56% (2021-22) to 65%

The reading specialist serves at-risk students in grades K-3rd. Selection for services is determined by BOY mClass assessment scores. Upon completion of the assessment, the MTSS reading team will determine services for students who are below grade level or well below grade level on this assessment. The number of students served will depend on the intensity of need, the grade-level distribution of students, and whether or not students can be grouped together or if they need one-on-one services. Students who are not served by the reading specialist will receive classroom interventions which are overseen by the reading specialist. After the MOY mClass the team will meet again to adjust services. In addition, teachers can refer students for services.

The reading specialist's interventions will be targeted to beginning readers with a focus on decoding, word segmentation, word recognition, and word study. She will also support K-4 teachers with instructional materials, lesson design, classroom interventions and scheduling. The reading specialist will also work with ASU School Psychology students who are conducting K-3 reading interventions during the spring semester.

Plan developed by: Lindsay Carroll (reading specialist), Kim Jolly (1st grade teacher), Natalie Oransky (director), Shannon McCaa (EC director), and Rachel Wood (guidance counselor).