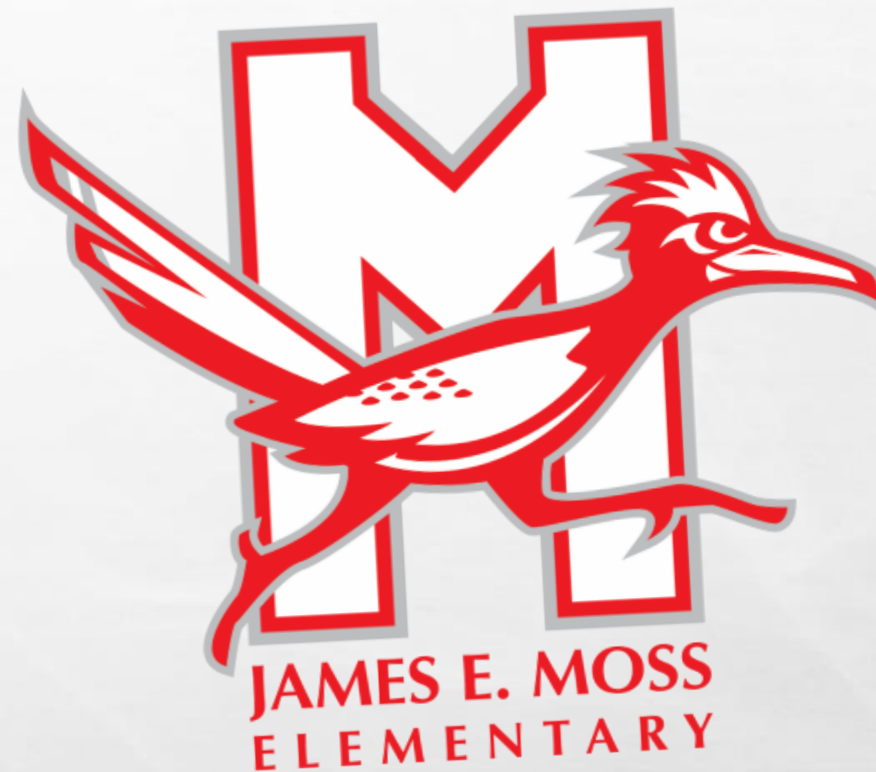


WELCOME

OUR MISSION: TO DEVELOP SOCIALLY RESPONSIBLE SCHOLARS WHO ASPIRE TO ACHIEVE THEIR FULL POTENTIAL. OUR SCHOLARS WILL LEARN THIS THROUGH PARTICIPATING IN AN INCLUSIVE, COMPASSIONATE, AND RIGOROUS LEARNING COMMUNITY, IN WHICH EQUITY AND DIVERSITY ARE VALUED. EVERYONE IS KNOWN, RESPECTED AND ACCEPTED.





JAMES E. MOSS
ELEMENTARY

INTRODUCTIONS

- **MRS. LINDSAY ADAMS-PRINCIPAL**
- **MS. BETH NIELSEN-ASSISTANT PRINCIPAL**
- **KERI CRANE-PRINCIPAL'S SECRETARY**
- **SHERRY ANDERSON-OFFICE SECRETARY AND PTA PRESIDENT**
- **KATIE MARTINEZ-SCHOOL SOCIAL WORK**



WE ARE DESIGNATED TITLE I SO...

TITLE I SCHOOLS **RECEIVE EXTRA FUNDING** (TITLE I DOLLARS) FROM THE FEDERAL GOVERNMENT. THESE DOLLARS ARE USED TO:

- IDENTIFY STUDENTS EXPERIENCING ACADEMIC DIFFICULTIES AND PROVIDE ASSISTANCE TO HELP THESE STUDENTS;
- FUND ADDITIONAL STAFF, PROGRAMS, MATERIALS, AND/OR SUPPLIES; AND
- CONDUCT PARENT AND FAMILY ENGAGEMENT MEETINGS, TRAININGS, EVENTS, AND/OR ACTIVITIES.



CELEBRATE!!

**72% MADE TYPICAL OR ABOVE TYPICAL
PROGRESS ON ACADIENCE MATH**

**73% MADE TYPICAL OR ABOVE TYPICAL
PROGRESS ON ACADIENCE READING**

**43% OF MLL MADE TARGETED PROGRESS ON
WIDA**

79.8 % AVERAGE DAILY ATTENDANCE!!!



OUR TITLE I PLAN

Academic Goals:

1a. Increase RISE performance school wide by 4%

1b. At least 75% of students will reach typical or above typical progress on the End of Year Acadience Math assessment.

1c. At least 75% of students will reach typical or above typical progress on the End of Year Acadience Reading assessment.

1d. At least 70% of students in the bottom 25% will make typical or above typical growth on RISE

Strategies: If teachers implement Tier I instruction with the needs of all students in mind, then the resultant differentiation and scaffolding will allow students to receive appropriate instruction and facilitate more positive learning outcomes

Strategies: If a schoolwide system of intervention is established, then all staff will provide data-driven interventions as needed and identify students as part of the SST process; this in turn will provide students needed support while closing learning gaps.

OUR TITLE I PLAN

Social Skills and Dispositions Goal: Attendance

During the 2023-2024 school year, the overall average daily student attendance rate and the attendance rates of all student subgroups defined by racial or ethnic identification, gender identification, and English language proficiency will meet or exceed 82%.

Strategies: Attendance Tracking: If the school implements an attendance tracking system that provides accurate information to teachers and parents about the attendance patterns of their students, has early interventions for students, and motivates improved attendance, then attendance patterns will increase, allowing students to receive more Tier I instruction, thus improving academic performance.

Strategies: Additional school social worker & psychologist time to teach students coping skills and provide timely & targeted de-escalation strategies then student will spend more time in class to reach proficiency.

Strategies: Parent and Family Engagement: If we engage parents more effectively in their child's learning through a school, family, and parent engagement plan, then parents will have increased capacity to assist their children in navigating the education system and perform better academically

OUR TITLE I PLAN

Talent Development Goal: Student Engagement

By the end of the 2022-2023 school year, teachers' will improve student active engagement by 15% compared against a baseline observation (conducted by coach, administrator, or peer during a learning walk, etc.) done at the beginning of the year with a mid-year check.

Strategy: If administration and coaches engage in frequent coaching cycles with teachers that include a pre-conference, observation event, and post-conference that reflects on changes practice/improved performance, then teachers will improve instructional practices, increasing student growth and achievement.

Strategy: If all teacher professional development offered to staff is content-focused, incorporates active learning utilizing adult learning theory, supports collaboration, uses models and modeling of effective practice, provides coaching and expert support, offers opportunities for feedback and reflection, and is of sustained duration, then teacher practices and subsequently positive student outcomes will increase.



OUR TITLE I PLAN

Use of funds:

Classroom teachers to reduce class sizes and support English Language Learners, teacher collaboration time with para educator coverage, parent engagement activities, instructional materials for whole group and small group targeted instruction, Professional learning time for teachers.

WHAT IS A PARENT AND FAMILY ENGAGEMENT POLICY?

These plans address and the school will implement the parent and family engagement requirements outlined in ESSA.

The school Parent and Family Engagement Policy can be found on our school website under the Title I Section.

You as a Title I parent or family member have the right to be involved in the development of your school's Parent and Family Engagement Policy.

HOW CAN I BE INVOLVED?

We need you! Research has proven that family engagement in education has more impact on student achievement than any other factor.

To get involved with your child's classroom, contact the classroom teacher (email can be found on our school website or DOJO them).

Consider joining our school's PTA.

Engage in regular two-way communication



QUESTIONS?

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Office

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