

**GWA Title 1  
Targeted Assistance  
2023-2024**



# What is Title 1?

The purpose of Title 1 is to provide all children significant opportunity to receive a fair, equitable and high quality education and to close educational achievement gaps. Title 1 is a federally funded program under the Elementary Secondary Education Act (ESEA) reauthorized by congress as the Every Student Succeeds Act in December 2015.



# What are the goals of Title 1?

- Help students achieve proficiency and growth on rigorous academic standards
- Close achievement gaps
- Build Teacher capacity through high quality, ongoing job embedded professional learning opportunities.
- Support Parents in helping their children succeed through meaningful, high quality parent, family and community engagement activities.



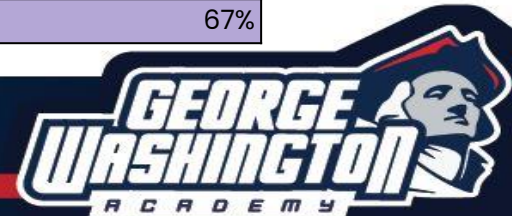
# What are the goals at GWA?

At George Washington Academy we are committed to the success of all students. In the 2023-2024 school year we are focused on improving our overall reading & math proficiency and growth for all students. We are committed to a 5% increase in the RISE state assessments on average in grades 3-7.



# Early RISE Summative Data for 2023-2024 Data & Goals

Grade		2022-2023	Growth Goal	2023-2024
		Actuals		Goal
3rd	Math	60%	5%	65%
	ELA	72%	2%	74%
4th	Math	58%	8%	64%
	ELA	53%	7%	60%
	Science	66%	4%	70%
5th	Math	63%	5%	68%
	ELA	72%	2%	74%
	Science	74%	2%	76%
	Writing	60%	5%	65%
6th	Math	43%	10%	53%
	ELA	64%	4%	68%
	Science	73%	2%	75%
7th	Math	59%	6%	65%
	ELA	60%	5%	65%
	Science	62%	5%	67%



# Where will GWA spend the Title 1 allocation and how does this support our goal?

We will provide additional support for students struggling in the areas of reading and math. We will provide additional time for students who are struggling in those areas and implement instructional coaching support by trained professionals. By having students participate in this intensive intervention students will achieve at higher levels.



# Accountability?

- Time and Effort Forms for Title 1 paid employees
- Constantly monitoring students who are low performing in reading & math
- Evaluation of Professional Development, job embedded training & Coaching



# Family Education & Support

We will continue monthly family education nights where families will learn skills to help their students succeed socially in addition to academics.





# How is GWA a Title 1 School?

A school is eligible for Title 1 funding under the following guidelines:

- Percent of low income students must be at least 35%
- A charter school must have at least 10 low income children by federal definition and low-income students must be at least 5% of total school population.



# Free & Reduced Lunch

- Currently GWA has 26% of families that have already qualified for free and reduced lunch. This percentage is what dictates our annual funded amounts.

**Please contact the office at 435-673-2232 to receive a free & reduced lunch application. These need to be filled out every year.**

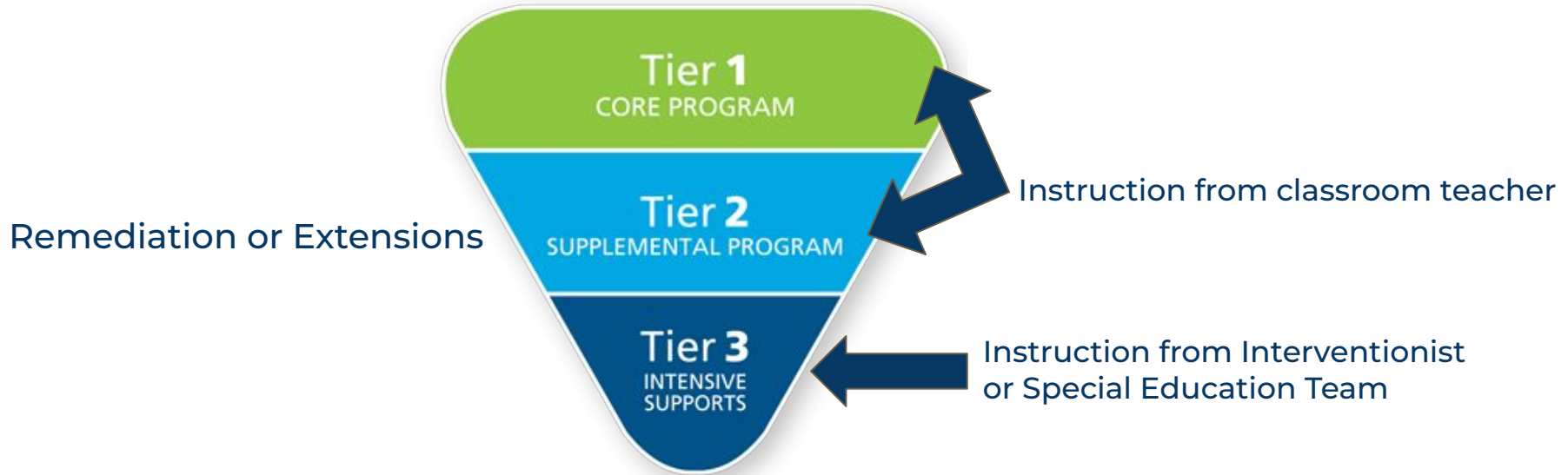


# Questions?

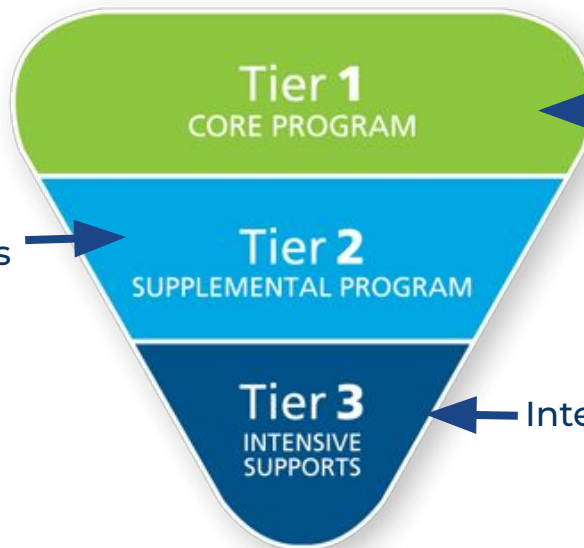
Please contact Mr. Chance Manzanares,  
Assistant Director and Title 1 Director  
[cmanzanares@gwacademy.org](mailto:cmanzanares@gwacademy.org)



# Tier 2: Patriot Time



## Multi-tiered System of Supports



Access to essential grade-level standards for all students

Additional support to master essential grade-level standards  
**Remediation - Extensions**

Intensive remediation in universal skills

# Patriot Time

45 minutes (Monday-Thursday)

Developing	Approaching	Proficient	Extending
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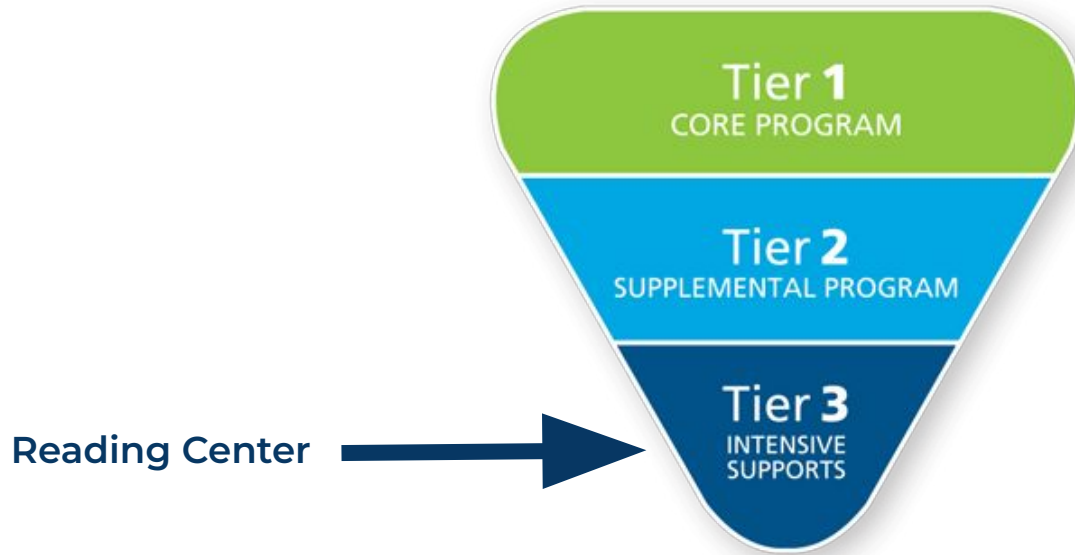


# Guiding Principles of Tier 2 Instruction

- Built-in time for Additional Support
- Collaborative Teams provide Effective Intervention
- Targeted and Specific Interventions
- Using Data to Target Instruction



# The Reading Center



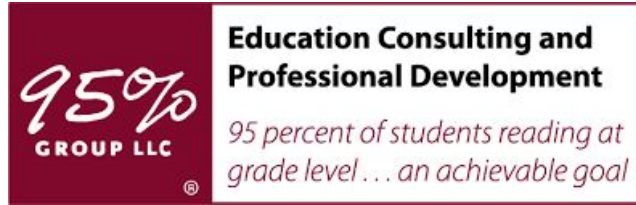
## Mission:

- Provide strategic reading interventions to our students with compassion and care.
- Warm and inviting atmosphere.





# 95% Group



- Highly trained interventionists
- Small group
- I do, We do, You do
- Corrective feedback
- High number of practice opportunities
- Pacing varies by individual student

# Process of Qualification for the RC

- Acadience Reading score is below benchmark
- Teacher requests
- 95% screener to identify placement
- Parent(s) will be notified



# Questions?

Please contact Mrs. LaNessa Stevens  
Reading Specialist  
[lstevens@gwacademy.org](mailto:lstevens@gwacademy.org)



# What is Special Education?

Special education means **specialty designed instruction**, at no cost to the parent(s) or the adult student, **to meet the unique needs of a student with a disability**, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education. Special education services are services provided to the student, and do not include consultation between teachers or monitoring a student's grades or work completion.



# What are the Goals of Special Education?

## Six Important Principles Covered in IDEA 2004

Six important principles covered in IDEA are key to understanding the intent and spirit of the law. These principles include

1. Free appropriate public education (FAPE):
2. Appropriate evaluation:
3. Individualized Education Program (IEP):
4. Least restrictive environment (LRE)
5. Parent and student participation in decision making
6. Procedural due process:



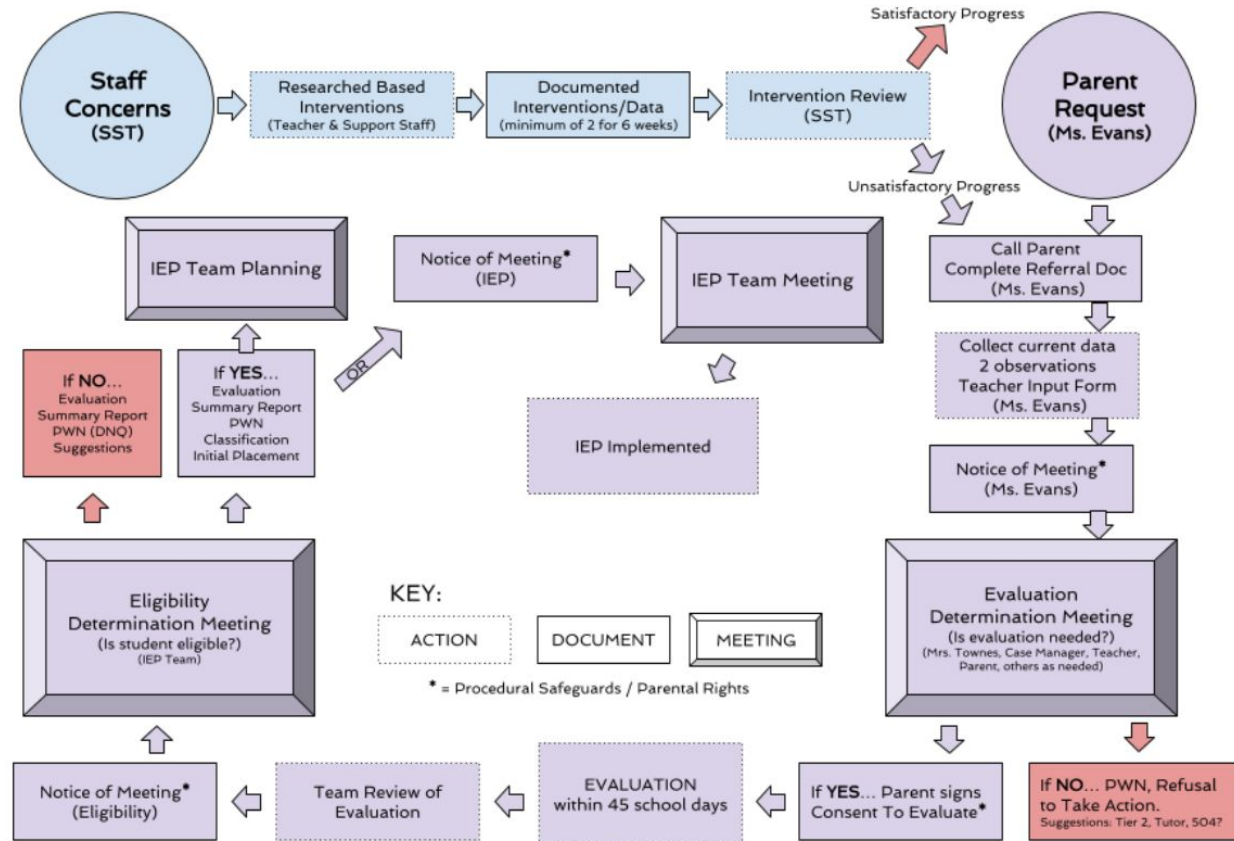
# What Does Special Education Look Like at GWA?

GWA supports ALL students including:

1. Students with mild/moderate disabilities - Resource Room
2. Students with significant disabilities - Life Skills
3. Related Services:
  - a. Speech and Language Services
  - b. Occupational Therapy Services
  - c. Physical Therapy Services



# Pre-Referral, Evaluation, and IEP Development Process



# Questions?

Please contact Mrs. Kim Townes  
Special Education Director  
[ktownes@gwacademy.org](mailto:ktownes@gwacademy.org)





# 5 Core Paradigms

LEADERSHIP

1

Everyone can be a leader.

POTENTIAL

2

Everyone has genius.

CHANGE

3

Change starts with me.

MOTIVATION

4

Empower students to lead their own learning.

EDUCATION

5

Educators and families partner to develop the whole person.

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AND REMEMBER TO  
TAKE CARE OF YOURSELF

Habit 7

SHARPEN THE SAW<sup>®</sup>  
Balance Feels Best

THEN PLAY WELL  
WITH OTHERS

Habit 6

SYNERGIZE<sup>®</sup>  
Together Is Better

Habit 5

SEEK FIRST TO UNDERSTAND,  
THEN TO BE UNDERSTOOD<sup>®</sup>  
Listen Before You Talk

Habit 4

THINK WIN-WIN<sup>®</sup>  
Everyone Can Win

START WITH YOU

Habit 3

PUT FIRST THINGS FIRST<sup>®</sup>  
Work First, Then Play

Habit 2

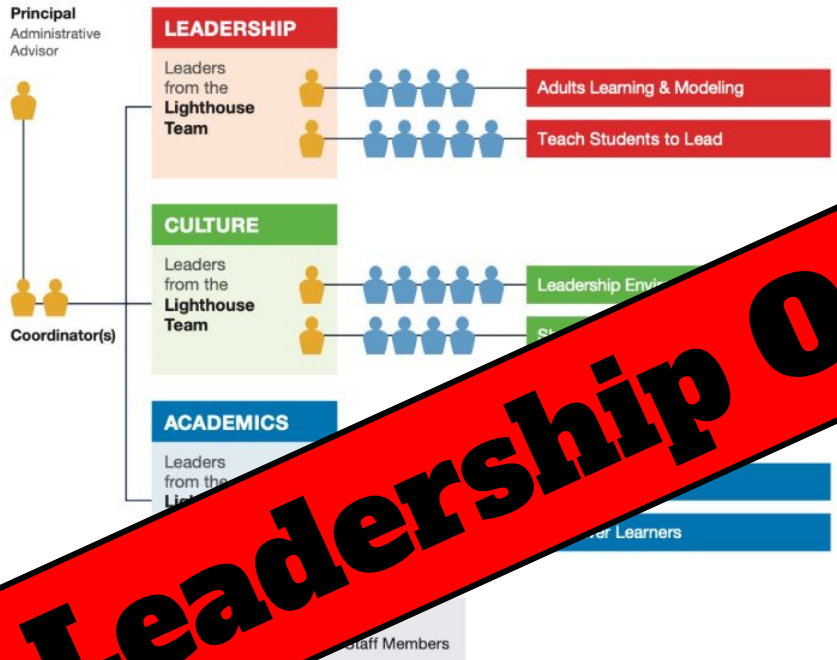
BEGIN WITH  
THE END IN MIND<sup>®</sup>  
Have a Plan

Habit 1

BE PROACTIVE<sup>®</sup>  
You're in Charge

SEE	Paradigm of Leadership	Paradigm of Potential	Paradigm of Change	Paradigm of Motivation	Paradigm of Education
Core Paradigms	Everyone can be a leader.	Everyone has genius.	Change starts with me.	Empower students to lead their own learning.	Educators and families partner to develop the whole person.
DO	Leadership	Culture	Academics		
Highly Effective Practices	<p data-bbox="285 405 678 430"><b>Start With Adults Learning &amp; Modeling</b></p> <ul data-bbox="295 441 633 527" style="list-style-type: none"> <li>• Principal &amp; Coordinator Development</li> <li>• New &amp; Ongoing Staff Learning</li> <li>• Family &amp; Community Partnerships</li> </ul> <p data-bbox="285 554 537 579"><b>Teach Students to Lead</b></p> <ul data-bbox="295 590 513 677" style="list-style-type: none"> <li>• Direct Lessons</li> <li>• Integrated Approaches</li> <li>• Service Learning</li> </ul>	<p data-bbox="755 405 1112 430"><b>Create a Leadership Environment</b></p> <ul data-bbox="765 441 1045 527" style="list-style-type: none"> <li>• Physical Environment</li> <li>• Social-Emotional Environment</li> <li>• Leadership Events</li> </ul> <p data-bbox="755 554 948 579"><b>Share Leadership</b></p> <ul data-bbox="765 590 1020 677" style="list-style-type: none"> <li>• Lighthouse &amp; Action Teams</li> <li>• Leadership Roles</li> <li>• Student Voice</li> </ul>	<p data-bbox="1224 405 1379 430"><b>Achieve Goals</b></p> <ul data-bbox="1234 441 1441 527" style="list-style-type: none"> <li>• Individual Goals</li> <li>• Team Goals</li> <li>• Aligned School Goals</li> </ul> <p data-bbox="1224 554 1427 579"><b>Empower Learners</b></p> <ul data-bbox="1234 590 1479 677" style="list-style-type: none"> <li>• Leadership Portfolios</li> <li>• Student-Led Conferences</li> <li>• Empowering Instruction</li> </ul>		
GET	Highly effective students and adults who are leaders in their school and community.		A high-trust school culture where every person's voice is heard and their potential is affirmed.	Engaged students who are equipped to achieve and entrusted to lead their own learning.	
Measurable Results					

### Lighthouse Team Organizational Structure



**Leadership Opportunities**

Student  
Lighthouse  
Team





# Questions?

Please contact Mrs. Kari McCoy  
Leader in Me Specialist  
[kmccoy@gwacademy.org](mailto:kmccoy@gwacademy.org)



# ReadyBodies

# LearningMinds



# ReadyBodies

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# LearningMinds

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“Ready Bodies, Learning Minds© (RBLM) provides children with a strong foundation of the basic knowledge and use of their bodies. As they grow and develop, certain skills will need to become automatic.”

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# ReadyBodies

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# LearningMinds

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The RBLM motor lab addresses the needs of all students in task-oriented circuit training, supported by consistent, foundational exercises, offering developmental support for the sensory and motor systems.

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# ReadyBodies LearningMinds

## GOALS

- Help children develop the skills necessary for learning readiness and mastery of the environment.
- Improve child's ability to maneuver and function in their environment leading them to better performances in tasks such as handwriting, sitting still, paying attention, speaking, and behavior.
- Stimulate the child's sensory systems.
- Ability to better control themselves and accomplish tasks by making children aware of their environment and learning about the sensations of their own movement.
- Create a base for the skill building of physical education.
- Build a structure for the acquisition of academic skills.

# ReadyBodies LearningMinds

McCall Spears

Motor Lab Manager

[mspears@gwacademy.org](mailto:mspears@gwacademy.org)

# Our Counseling Team

## **Our team consists of:**

- One full-time school counselor (M.Ed.)
- Two full-time school social workers (LCSW/BCBA, CSW)
- One behavior specialist
- One wellness center specialist



# GWA's MTSS in School Counseling

**Intervention**

**Tier 3-  
5%**

**Intervention**

**Tier 2-  
15%**

**Prevention**

**Tier 1-  
100%**



# Wellness Center



A place for students to go if feeling big emotions, needing a break, needing privacy\*

Wellness Center aide available all school day to coach coping skill learning

Timed 10 minute visits with a maximum of 1-2 visits per day

Scheduled visits for students with patterned needs

Separation anxiety, school avoidance students transition to WC then to class



# Group Counseling

We served over 150 students across 19 counseling groups this past school year

## Anxiety

Management

## Family Change

Divorce  
Death  
Deployment

## Impulse Control

Attending  
Focus  
Lego Therapy

## Social Skills

Skill building

## Empowerment

Identity  
Esteem  
Diversity

## Growth Mindset

Positivity  
Cog. Beh. Therapy

# Check-in/Check-out

## CHECK IN CHECK OUT DAILY POINT SHEET

Name: \_\_\_\_\_ Date \_\_\_\_\_

I am working for \_\_\_\_\_ Total points possible \_\_\_\_\_ Total points earned \_\_\_\_\_

Weekly goal \_\_\_\_\_ % Of Points \_\_\_\_\_

4= Excelled! (Extending) 3= I did it. (Proficient) 2= I am working on it. (Approaching) 1= I will try harder. (Developing)

Goals	Science	Language Arts	Math	CCA/Health	Patriot Time	Specials
+ I will stay awake, alert, and listen to/ follow teachers' instructions.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
I will complete and turn in assignments in a timely manner.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
I will refrain from speaking out of turn without permission and will not distract others.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Teacher Signature:						

Teacher Comments \_\_\_\_\_



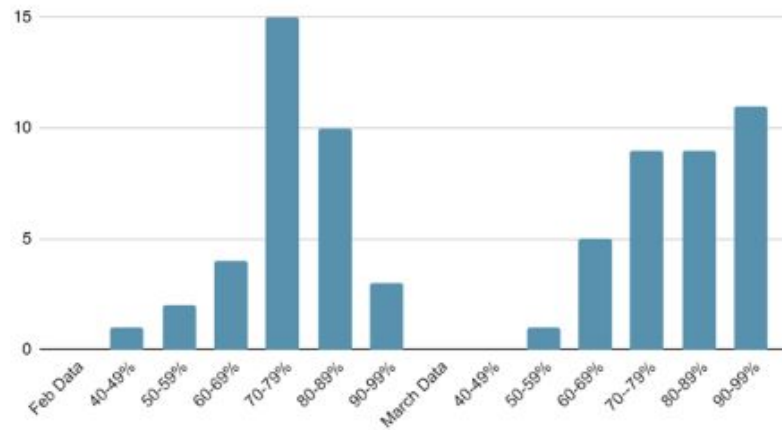


# Is it working?

## Data Analysis

This shows the number students in CICO each month and their weekly average.

CICO Data





# Big Picture

- Mental health counseling services in a school setting
- Comprehensive MTSS School Counseling Program vs. Reactive Counseling
- Discipline vs. Emotional Support/Prevention
- Teachers are trained to address social-emotional needs of students in a proactive way
- Culture Shift



# Thank You

Feel free to reach out to us.

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Meredith Harward - [mharward@gwacademy.org](mailto:mharward@gwacademy.org)

Emily Winona - [ewinona@gwacademy.org](mailto:ewinona@gwacademy.org)

