

**GWA Title 1
Targeted Assistance
2024-2025**



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 2024-2025 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.



RISE ELA Summative Data for 2023-2024 Data & Goals

| Grade | 2024 | 2025 with 5% Increase |
|-------|------|-----------------------|
| 3rd | 63% | 68% |
| 4th | 54% | 59% |
| 5th | 56% | 61% |
| 6th | 58% | 63% |
| 7th | 74% | 79% |



RISE MATH Summative Data for 2023-2024 Data & Goals

| Grade | 2024 | 2025 with 5% Increase |
|-------|------|-----------------------|
| 3rd | 67% | 72% |
| 4th | 57% | 66% |
| 5th | 53% | 58% |
| 6th | 16% | 21% |
| 7th | 68% | 73% |



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



Parent's Rights Under Title I

Know Teacher Qualifications: Right to request information on teacher and paraprofessional credentials.

Participate in School Decisions: Involvement in Title I policy review, school committees, and regular input meetings.

School-Parent Compact: Jointly developed agreement outlining shared responsibilities for student success.

Access to Student Progress & Assessments: Right to updates on academic progress and explanations of assessment results.

Accessible Information: Title I info provided in understandable formats and languages for all families.

Annual Title I Meeting: School-led session to inform parents about Title I and their rights.

Program Evaluation Participation: Opportunity to provide feedback on Title I programs for continuous improvement.



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.



Parent & Family Engagement Policy

The Parent and Family Engagement Policy at GWA encourages active participation and input from parents in school programs and decision-making processes. The policy is jointly developed with parent input through committee review and participation in the Family Action Team and Curriculum Committee, as well as through monthly board meetings and PTO involvement. Parent and family input is incorporated in program planning and schoolwide plans, where families are given opportunities to review and provide feedback. An Annual Title I meeting is held to inform families of their rights and Title I requirements.



Parent & Family Engagement Policy

Communication is emphasized by notifying parents of engagement policies at events like Back to School night and through documents like the “GWA Parent-Student-School Compact.” Parents are notified about Title I programs at least two weeks prior to their start. A School-Parent/Family Compact is created collaboratively with parents to support school goals.



Parent & Family Engagement Policy

The Capacity Building initiatives offer numerous engagement opportunities, such as volunteer work, classroom involvement, and family events like STEM and Literacy nights. Teachers are trained to appreciate family contributions, and the counselor coordinates engagement programs. Communication is maintained through weekly newsletters, alternative language support, and an open line of communication via the office staff.



Parent & Family Engagement Policy

An Annual Evaluation collects parent feedback on school culture, curriculum, and engagement, assessing parents' needs and their ability to support learning at home. The findings are used to adjust the policy annually, incorporating improvements to strengthen family engagement.



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.



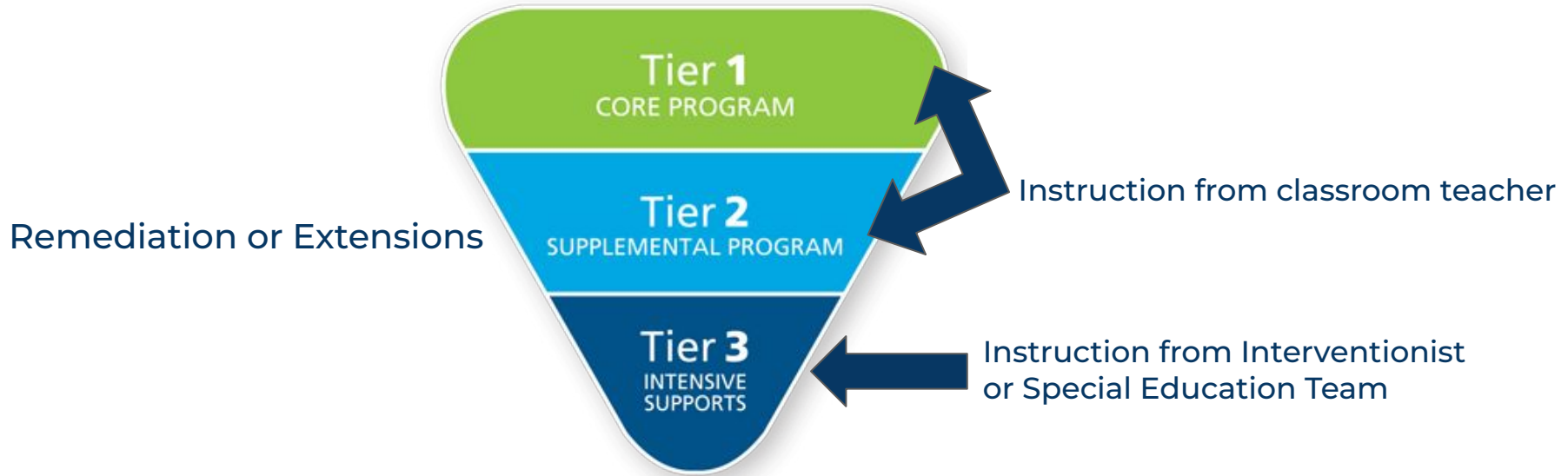
Free & Reduced Lunch

- Currently GWA has 25% of families that have already qualified for free and reduced lunch. This percentage is what dictates our annual funded amounts.

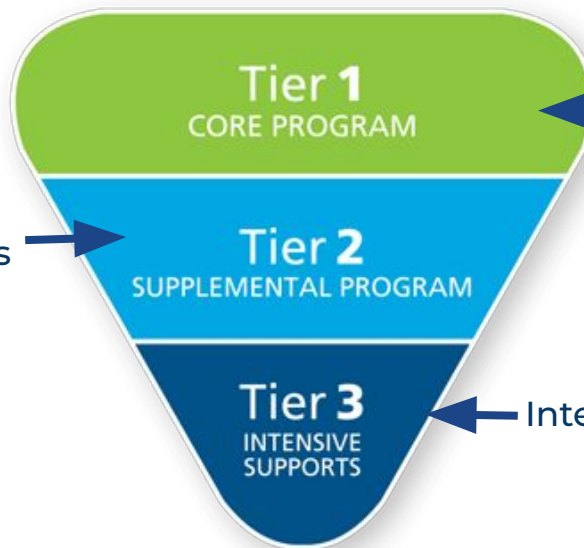
Please contact the office at 435-673-2232 to receive a free & reduced lunch application. These need to be filled out every year.



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 |
|------------|-------------|------------|-----------|

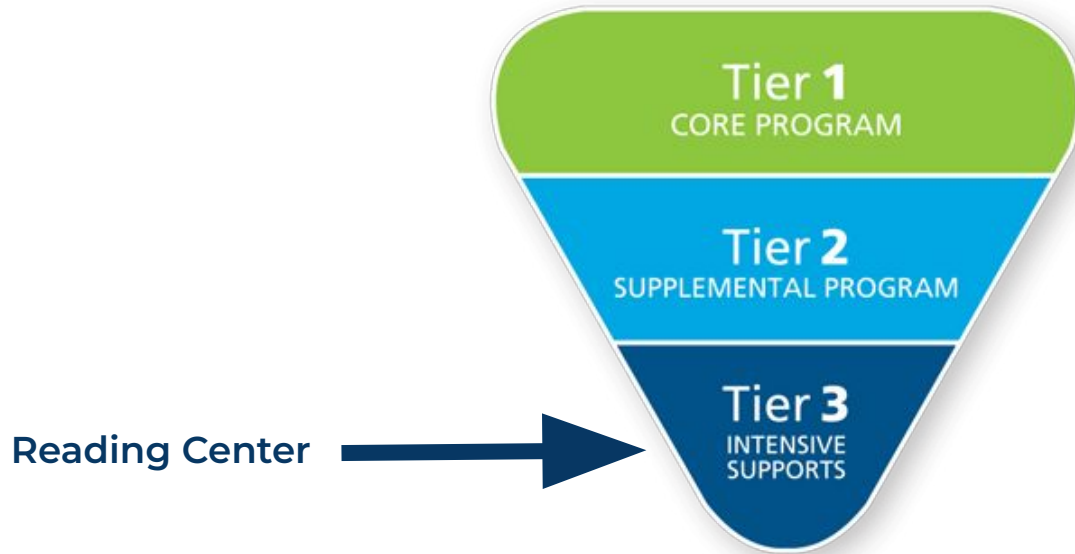


Guiding Principles of Tier 2 Instruction

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



The Reading and Math Center



Mission:

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



Evidence-Based Literacy Intervention



- Highly trained interventionists
- Small group instruction
- Customized approached
- High number of practice opportunities
- Pacing varies by individual student
- Dyslexia Certified



Process of Qualification for the RC

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



Evidence-Based Math Intervention

MATHNASIUM[®]

- Highly trained interventionists
- Small group instruction
- Customized approach
- High number of practice opportunities
- Pacing varies by individual student
- High success rate



Process of Qualification for the MC

- IXL MATH score is well below grade level
- Mathnasium screener to identify placement
- Teacher request
- Parent(s) will be notified



SPECIAL
EDUCATION

The term 'special education' means—

specially designed instruction,

at no cost to the parents,

to meet the unique needs of a student with a disability.



Special Education... at a glance

Special education refers to a range of services that help students with disabilities learn.

It's not a "one size fits all" approach — special education is tailored to meet the needs of individual students.

Students who qualify for special education have an IEP (Individualized Education Program).



Who qualifies for Special Education?

- A student, ages 3-21, who has a documented disability in one of the 13 categories covered by IDEA,
- **AND** whose disability affects their educational performance,
- **AND** requires specially designed instruction in order to access and make meaningful progress in the general education curriculum in light of their circumstances.

13 Categories

(as evaluated in accordance with UT SpEd Rules)

- Autism
- Deafblindness
- Developmental Delay
- Emotional-Behavioral Disability
- Hard of Hearing/Deafness
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disabilities
- Speech Language Impairment
- Traumatic Brain Injury
- Visual Impairment (including Blindness)



Foundational Principles of Special Education

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



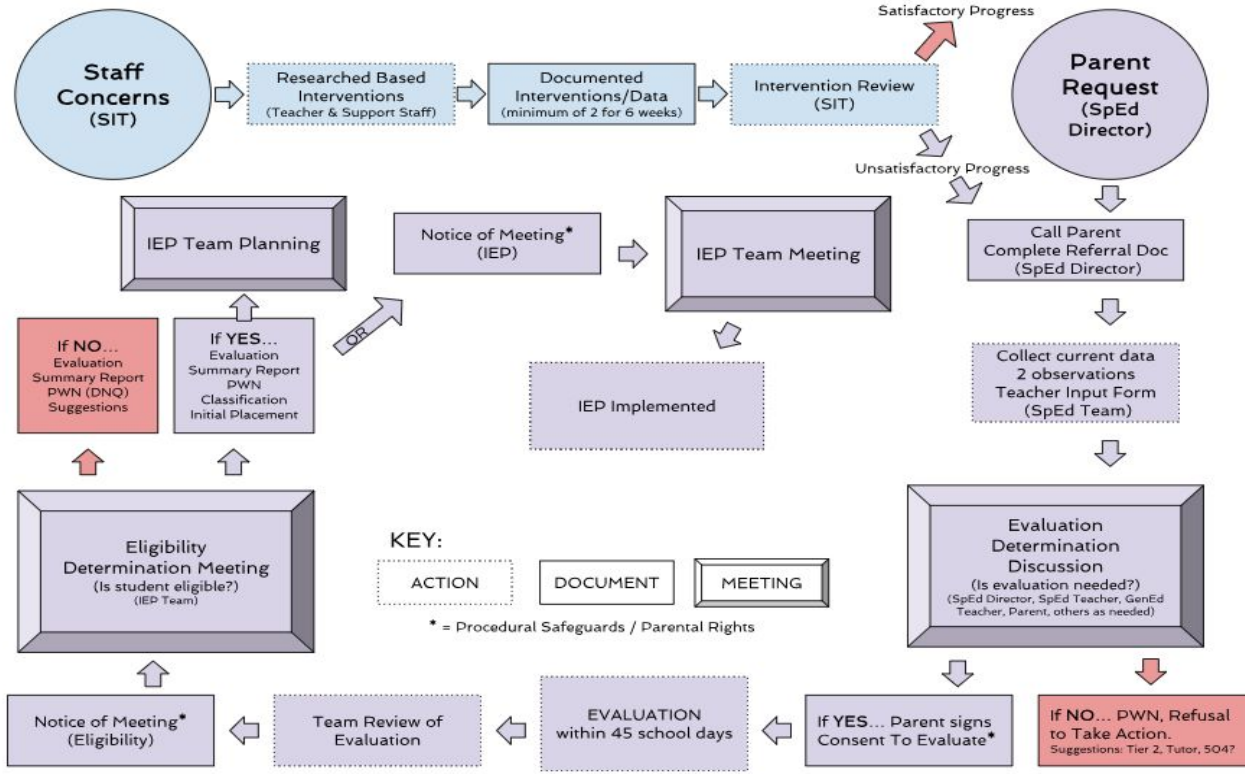
Special Education at GWA

GWA supports ALL students:

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



GEORGE WASHINGTON ACADEMY
Pre-Referral, Evaluation, and IEP Development Process



The words "SPECIAL EDUCATION" are displayed in two rows. Each letter is contained within a colorful, multi-pointed starburst or seal shape. The colors of the seals vary, including shades of red, orange, yellow, teal, and dark green. The top row contains the letters S, P, E, C, I, A, L. The bottom row contains the letters E, D, U, C, A, T, I, O, N.

S P E C I A L
E D U C A T I O N

Mireille Evans

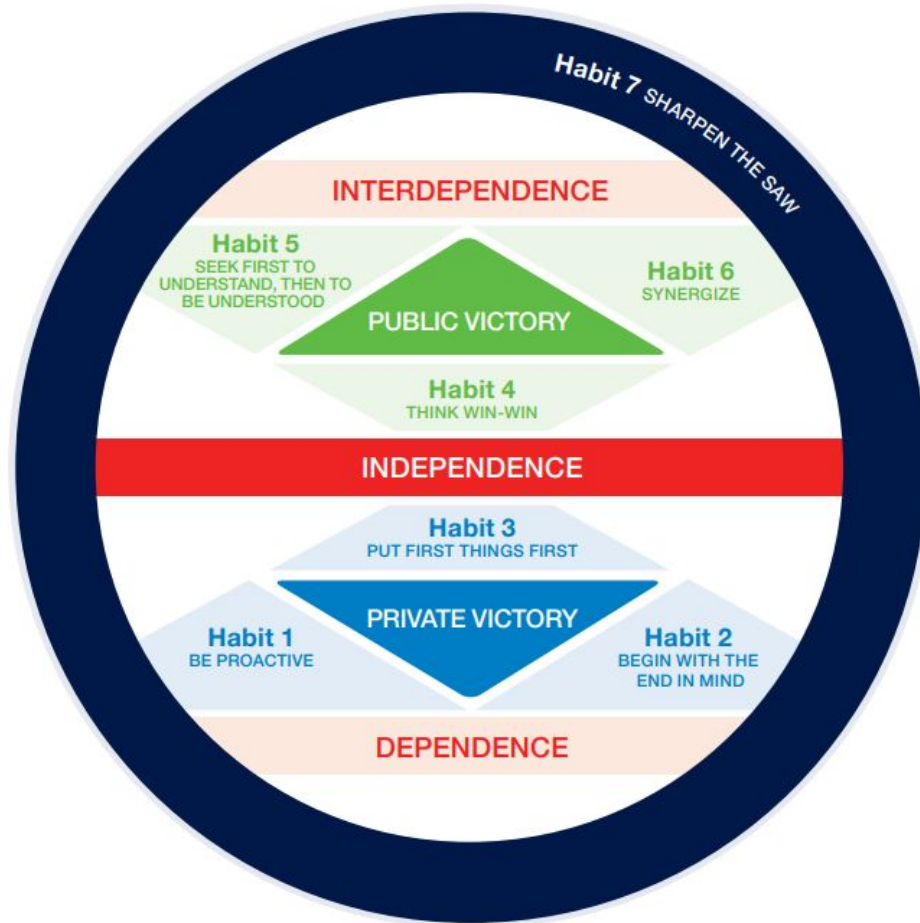
Special Education Director

mevans@gwacademy.org

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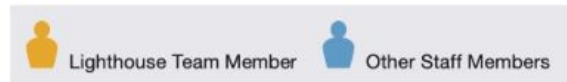
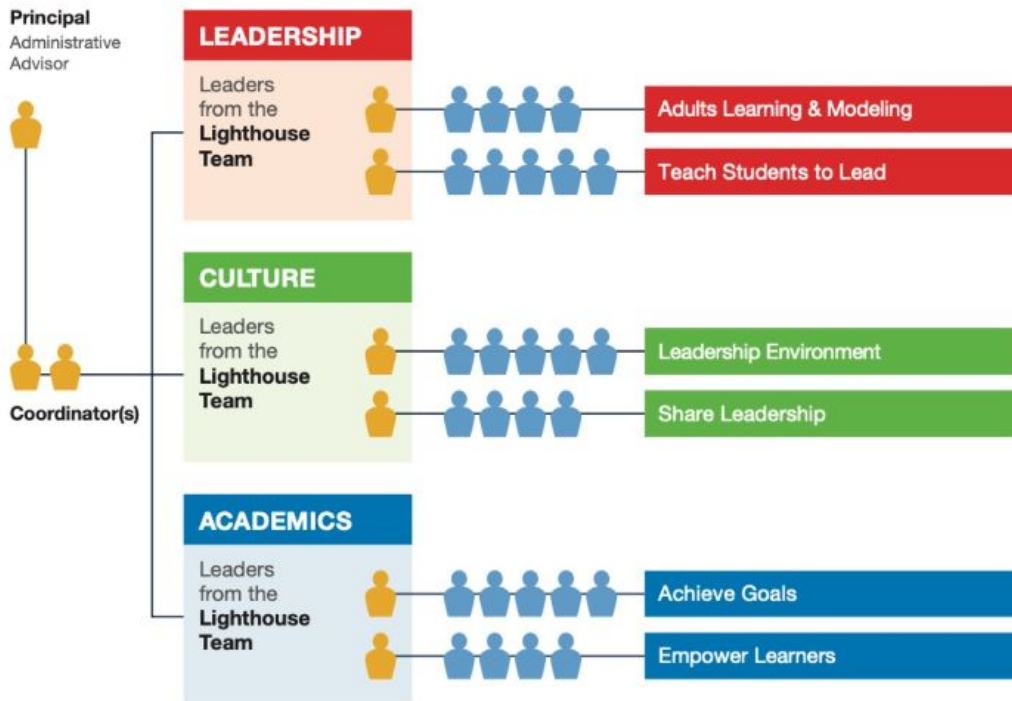


Habit #8

Find Your
Voice and
Inspire
others to
Find Theirs

| 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">Start With Adults Learning & Modeling</p> <ul data-bbox="295 441 633 525" style="list-style-type: none"> • Principal & Coordinator Development • New & Ongoing Staff Learning • Family & Community Partnerships <p data-bbox="285 554 537 579">Teach Students to Lead</p> <ul data-bbox="295 590 513 674" style="list-style-type: none"> • Direct Lessons • Integrated Approaches • Service Learning | <p data-bbox="757 405 1112 430">Create a Leadership Environment</p> <ul data-bbox="767 441 1045 525" style="list-style-type: none"> • Physical Environment • Social-Emotional Environment • Leadership Events <p data-bbox="757 554 948 579">Share Leadership</p> <ul data-bbox="767 590 1020 674" style="list-style-type: none"> • Lighthouse & Action Teams • Leadership Roles • Student Voice | <p data-bbox="1228 405 1383 430">Achieve Goals</p> <ul data-bbox="1238 441 1441 525" style="list-style-type: none"> • Individual Goals • Team Goals • Aligned School Goals <p data-bbox="1228 554 1431 579">Empower Learners</p> <ul data-bbox="1238 590 1479 674" style="list-style-type: none"> • Leadership Portfolios • Student-Led Conferences • Empowering Instruction | | |
| 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



Student
Lighthouse
Team





Our Counseling Team

OUR TEAM

- **Anjanae Merida** - School Counselor
- **Brynn Bell** - School Social Worker and Behaviorist
- **Kristine Staples** - School Social Worker
- **Emily Winona** - School Counselor Intern
- **Meredith Harward** - Wellness Center Specialist



GWA's MTSS in School Counseling

Intervention
Tier 3
1-5%

Intervention
Tier 2
15-20%

Prevention
Tier 1
100%






Prevention is Key

Our Tier 1 interventions are preventative and teaching measures, in hopes to reduce the need for discipline and reactive measures

S.O.A.R Standards


SELF-CONTROL
ON-TASK
ACHIEVEMENT
RESPECT



Taught in every classroom
and reinforced in every area
of the school



Behavior Academy

One-on-one re-teach
of a specific standard
with email home
to connect with
home teaching



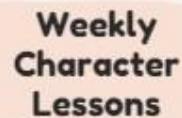


Individual Interventions and Teaching in the Classroom




Behavior Observations

Formal data gathering on a student's engagement and any possible barriers to learning



Weekly Character Lessons

Age-appropriate lessons in the classroom based on character values and leadership skills



Wellness Center



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

Scheduled breaks for students with consistent needs

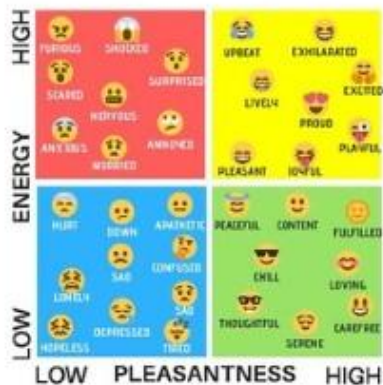
Wellness Center aide ("Wellness Specialist") available all school day to coach coping skill learning

Taught strategies posted in classrooms

Tangible and sensory items available for "check out"



Mood Meter



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 _____



Group Counseling

We served close to 140 students across 28 counseling groups last school year

Anxiety

Understanding
Management
Coping Tools

Family Change

Divorce
Death
Deployment

Impulse Control

Attending
Focus
Lego Therapy

Social Skills

Understanding
Rehearsal
Rules and Reasons

Empowerment

Identity and Esteem
Diversity and Advocacy
Problem Solving

Growth Mindset

Positivity
Cog. Beh. Therapy
Resilience

Mental Health Prevention

- State of Utah Mental Health Screening Grant
 - Requires signed parent/caregiver permission
 - Screen for anxiety and/or depression
 - Both parents and student complete questionnaire
 - Results reviewed in person with parents and student
- Possible Individual Therapy at school or referral out for therapy outside of school (cost covered)



Thank You

Feel free to reach out to us.

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Kristine Staples - kstaples@gwacademy.org

Meredith Harward - mharward@gwacademy.org

Emily Winona - ewinona@gwacademy.org

