**TSSA 2021-22**

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| LEA Name: Timpanogos Academy |
| Date of Expected Local Board Approval: March 18, 2021 |

**Academic Achievement:**

**To provide academic and help to all students as well as to provide intervention services for students who are performing below expectations to determine if they may have a learning disability.**

**Academic Areas**

* **Reading**
* **Mathematics**
* **Writing**

**Measurements:**

**Amplify BOY MOY EOY**

**Core Phonics Pre and post assessments**

**Key Math and Classroom assessments**

**Tier 1** - Core Knowledge Assessments, Acadience Reading and IOWA testing assessments are used to guide core instruction and interventions and instructional decisions. After the assessments and screeners are evaluated, students that score low (Tier 2 or 3) are referred to Academic Intervention Services, (AIS). Tier 1 students that are right at benchmark level standards that require ongoing differentiated instruction are evaluated and targeted with in class support or small group instruction. The AIS team pushes in for support if needed. Progress monitoring is ongoing during Tier 1 interventions by teachers using Acadience Rreading/the pathways to progress to determine whether instruction needs to be adjusted.

Initial Screening Tool – These are used to determine students who may be at risk for reading struggles:

• Students are referred to AIS Specialist via Teacher or Parent

• AMPLIFY (K-3)

• Spalding and Core Knowledge Assessments

• IOWA testing assessments are used for core instruction and interventions as well as instructional

decision.

**Tier 2** - These students are referred to AIS Specialist via Teacher or Parents: Spalding and Core Knowledge Assessments, Acadience Reading and IOWA testing assessments are used to guide core instruction and interventions and instructional decisions. After the assessments and screeners are evaluated, students that score low who are in a strategic level and not meeting grade level standards that require moderate and strategic interventions are referred to Academic Intervention Services, (AIS) where a core phonics test is administered. Then the AIS team and teacher develop an intervention plan to help students achieve their goals and reach intended grade-level benchmarks. Heggerty, CKLA, and Spalding curriculum and Dyad reading strategies are used for instructional purposes. Services are provided up to 3 times bi-weekly up to 20 minutes blocks and can take place in the classroom with push-in help from AIS team or pull out with the AIS team and tracking is done for 6 to 8 weeks. Weekly progress monitoring is also ongoing during interventions by teachers using Acadience Reading/the pathways to progress and the AIS team to determine whether instruction needs to be adjusted or met. Once the student reaches benchmark goals set by the teacher and AIS team, the student is exited from the program. If he or she doesn’t reach the benchmark goal, a second intervention with a new goal is set.

**Tier 3** - These students are referred to AIS Specialist via Teacher or Parents: Spalding and Core Knowledge Assessments, Acadience Reading and IOWA testing assessments are used to guide core instruction and interventions and instructional decisions. After the assessments and screeners are evaluated, students that score low who are intensive level and are not meeting grade level standards and require frequent, intensive interventions are referred to Academic Intervention Services, (AIS) where a core phonics test is administered. Then the AIS team and teacher develop an intervention plan to help students achieve their goals and reach intended grade-level benchmarks. Heggerty, CKLA, and Spalding curriculum and Dyad reading strategies are used for instructional purposes. Services are provided up to 3-4 days a week push in support with AIS team and 3 times a week 20 minute blocks pull out with AIS team and weekly tracking is done for 6 to 8 weeks. Weekly progress monitoring is also ongoing during interventions by teachers using Acadience Reading/the pathways to progress and the AIS team to determine whether instruction needs to be adjusted or met. Once the student reaches benchmark goals set by the teacher and AIS team, the student is exited from the program. If he or she doesn’t reach the benchmark goal, a second intervention with a new goal is set. After the second intervention if the progress is not made, the student is referred to Special Education department for further testing upon teacher and parent approval.

Based upon screening and testing of student Aides K-6th will be trained on how to work with students on an individual bases using the AIS Core Knowledge Programs, Heggerty, Step-up-to-Writing. **Also monies will be used for testing material and supplies needed for training teachers and aides to work with students. Hiring of Student Aides to help with our At-Risk (AIS) program to provide classroom reduction and more individual student instruction. Classroom reduction strategies.**

**Professional Development:** Funds will be used to pay our Core Knowledge Specialist we have three teachers that will receive $3,000 each totaling $9,000. The Core Knowledge Specialist trains the K-6th teachers on how to implement using Core Knowledge techniques in the classroom.

**Teacher Professional Development:**

**Goal #1** – Ensure students do not experience “Learning Loss” from Pandemic or school closure disruptions.

Teachers learn how to implement and use Core Knowledge to provide consistent professional development for “best practice” implementation of the Core Knowledge Sequenced Curriculum.

**Goal #2** – Ensure Teachers are properly equipped with “Core Implementation Practices.” The Core Knowledge Sequenced Curriculum is a research-based approach that requires reflection, collaboration, and involvement of all stakeholders. “Core Implementation Practices” (CIP) teaches effective Core Knowledge implementation skills, such as planning/preparation efforts, applying effective teaching strategies, engaging families and community, allocating materials and resources, and high-leverage leadership strategies for knowledge-based schools.

**Goal #3** – Ensure Teachers are able to employ “Core Implementation Practices” within their classrooms: It is crucial for teachers to be given the time and opportunity to examine and set personal goals around each Core Implementation Practice to be able to effectively teach the Core Knowledge Sequence curricula with strong fidelity. Teachers will be provided with the opportunity apply a fidelity of implementation tool in order to identify areas of strength and need.

**Technology:**Information technology specialists needed to help maintain and update our technology for classroom and online student instruction. Updated classrooms and school with the necessary technology equipment needed to facilitate a well-rounded education environment in the classroom and school.