



# EARLY LIGHT ACADEMY

## Mission Statement

The mission of the Early Light Academy is to deliver a high-quality education with a deep, rich, and engaging curriculum utilizing effective instructional techniques and emphasizing history, taking our students from the Stone Age to the Space Age, the Information Age, and beyond.

We strive to provide equitable learning opportunities to all students attending our school, including those receiving Title I support. The Title One program at Early Light Academy is designed to help students build confidence and strengthen essential academic skills by providing targeted, research-based interventions. We aim to equip students with the tools they need to make meaningful progress, recognize their own strengths, and experience success as learners—supporting our core belief that **“All Students Can Learn.”**

Early Light Academy’s Title One Goals:

- Develop Title I Support Teams within each grade band (K-3; 4-6; 7-9) to guide intervention planning and progress monitoring.
- Provide paraprofessional support to deliver targeted, research-based academic interventions.
- Strengthen support for all teachers by providing resources and coaching on effective instructional practices for students who need additional help.
- Offer MTSS–focused professional development to ensure staff understand intervention frameworks, data use, and evidence-based strategies.
- Establish LEA Title I goals and consistently review academic data to improve student achievement and close learning gaps across the LEA.

**Early Light Academy is identified as a Targeted Assistance Title I Program. For schools that do *not* operate schoolwide programs, Title I services must be directed to students identified as “most in need.” We use the following qualifiers to identify potential Title One students:**

### **Academic Indicators**

- Scores below proficient on state assessments
- Low benchmark scores (Acadience, i-Ready, etc.)
- Progress monitoring data showing limited growth
- Classroom performance shows significant gaps
- Teacher recommendations based on observation and evidence

### **Other At-Risk Factors (allowed but cannot be used alone)**

These may inform, but **cannot solely determine**, identification:

- Retention history
- High absenteeism
- Low course grades
- Behavioral factors that impact academic performance
- Mobility (frequent school changes)

### **Factors that *cannot* be used alone to determine identification:**

- English Learner status
- Disability/Special Education status
- Economic status
- Behavior alone

In summary, Title I students are typically identified based on academic need, using objective data, progress monitoring, and teacher input. While specific indicators may vary from student to student, identification always centers on determining who requires the most support to meet grade-level expectations.

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**The following are descriptors of the different Tiers (RTI services) we offer to support all students:**

**Tier 1** ➤ At the Tier 1 level, the Classroom Teacher gives explicit whole-group and small-group instruction using an evidence-based curriculum. Early Light Academy’s yearly goal is effective Tier 1 instruction that has produced a year’s worth of growth for 80% of students, and 80% of students are proficient in grade-level material.

- **Tier 1** includes all students.

**Tier 2** ➤ At the Tier 2 level, the Classroom Teacher/ Special Education Teacher/ Grade Level Aide reteaches targeted skills in a small group using an evidence-based curriculum. This is in addition to Tier 1. Early Light Academy's yearly goal is to provide daily, immediate reteach sessions on targeted skills to support the goal of a year's worth of growth in 80% of students, and 80% of students are proficient in grade-level material.

- Tier 2 is in addition to Tier 1 Instruction. Students who do not need intervention receive enrichment.
- **Tier 2** includes students identified by Acadience Reading/Acadience Math as **at-risk**.
- Interventions may be, but are not limited to: Pre-teaching or re-teaching of content material in small group instruction
- Paraprofessional providing supplemental support based on student need as determined by the Grade Level Team or Special Education Teacher

**Tier 3** ➤ At the Tier 3 level, students who show a well below proficiency level in their grade-level assessments are served with Tier 3 targeted interventions. Early Light Academy's yearly goal is daily, immediate teaching sessions on single, targeted skills until the student reaches the Benchmark on the skill three consecutive times. This process repeats in an effort to support the overall goal of a year's worth of growth or more to close the learning gaps in qualifying students.

- Tier 3 is in addition to Tier 1 and Tier 2 interventions
- Interventions may be, but are not limited to: Individualized and small group pull-outs
- **Tier 3:** includes students identified by Acadience Reading/Acadience Math and the WIDA Screener and Access as **high-risk**. Literacy Paraprofessional/ELL Specialist teaches intensive, targeted skills in small groups using evidence-based curriculum.