



Title I, Part A School Site Plan Summary—Targeted Assistance Plan

Title I, Part A provides supplemental funds to schools with the highest percentages of children from low-income families to help ensure that all children meet challenging academic standards. **Targeted Assistance Programs (TAP)** use Title I, Part A funds to serve eligible students identified as having the greatest need for assistance because they are not meeting or are at risk of not meeting state academic standards. Targeted Assistance Programs provide services only to the identified students and their families. The Elementary and Secondary Education Act (ESEA) describes the requirements in section 1115.

This document serves as the school’s summary of the Targeted Assistance Plan. This document is added to the school district’s or charter school’s ESEA Consolidated Application in the Minnesota Education Grants System (MEGS).

Local Educational Agency (LEA) and School Identification

LEA Name: Three Rivers Montessori LEA 4-Digit Number: 4266-07
School Name: Three Rivers Montessori School School year to which this plan applies: 2026-20

Eligibility to operate a Title I, Part A Targeted Assistance Plan

A Title I, Part A funded school will have a Targeted Assistance Program or a Schoolwide program. Any school receiving Title I, Part A funds may operate a Targeted Assistance Program.

School/Site Leader Certification

The signatory affirms they are the school leader responsible for the development, implementation, and evaluation of the Targeted Assistance Plan that is summarized in this document.

Printed Name Paula Henry Signature Paula Henry
(print and sign or open file in Adobe to sign electronically)

LEA Leader Certification

The signatory affirms 1) the school leader completed and signed this Targeted Assistance Plan, and 2) this Targeted Assistance Plan accurately reflects a plan that is supported by the LEA.

Printed Name Paula Henry Signature Paula Henry
(print and sign or open file in Adobe to sign electronically)

Targeted Assistance Plan Summary

1. Specify the multiple objective educational measures and criteria used to identify and prioritize students who need additional assistance to meet academic standards. The process must ensure that students with disabilities, English learners and migrant students are included in the identification process. [no more than 1000 characters]

Students are identified for Title I Targeted Assistance services through multiple objective educational measures. Three Rivers Montessori uses FastBridge universal screening assessments in reading and mathematics administered three times per year, classroom-based assessments, progress monitoring data, academic performance, teacher observations, and recommendations from the school's Multi-Tiered System of Supports (MTSS) team. Students performing below grade-level expectations or demonstrating a need for additional academic support are prioritized for services.

The identification process includes all eligible students, including students with disabilities, English learners, migrant students (if applicable), and students from low-income families. Multiple sources of data are reviewed to ensure equitable identification and access to supplemental academic support services. Student progress is monitored regularly, and eligibility for services is reviewed throughout the school year based on student needs and academic performance.

2. Specify what type of assistance is provided to identified students. If applicable, include the subject area(s), method and service delivery model. [no more than 1000 characters]

Students identified for Title I Targeted Assistance services receive supplemental academic support in addition to their regular classroom instruction. Services primarily focus on literacy development and may include small-group reading intervention, structured literacy instruction, explicit phonics and fluency instruction, vocabulary development, reading comprehension support, and targeted skill practice based on individual student needs.

Services are provided through a Multi-Tiered System of Supports (MTSS) framework and may be delivered within the general education classroom, in small-group intervention settings, or through supplemental support services such as Reading Corps. Student progress is monitored regularly using assessment and progress-monitoring data to ensure interventions are effective and responsive to student needs. Services are adjusted as needed to help students make progress toward grade-level academic standards.

3. Briefly describe the intended outcome(s) of the Targeted Assistance Plan. Include a description of what will change as a result of this plan. [no more than 1000 characters]

The intended outcome of the Title I Targeted Assistance Plan is to increase academic achievement and help identified students make progress toward meeting Minnesota grade-level standards. Through targeted interventions, supplemental instruction, and ongoing progress monitoring, students will strengthen foundational literacy skills, improve reading proficiency, and build confidence as learners.

As a result of this plan, students receiving services are expected to demonstrate measurable growth on FastBridge assessments, classroom assessments, and other progress-monitoring measures. The plan is designed to reduce learning gaps, provide timely support for struggling learners, and increase the number of students performing at or above grade-level expectations. Ongoing data review ensures that interventions remain responsive to student needs and support continuous academic growth.

4. Describe the plan to evaluate the Targeted Assistance Plan. Include the data to be collected and how the effectiveness of the plan will be determined. [no more than 1000 characters]

Three Rivers Montessori will evaluate the effectiveness of the Title I Targeted Assistance Plan through ongoing review of student achievement and progress-monitoring data. Data collected will include FastBridge universal screening results, progress-monitoring assessments, classroom-based assessments, intervention data, and teacher observations.

Student progress will be reviewed regularly through the school's Multi-Tiered System of Supports (MTSS) process and data team meetings. The effectiveness of the plan will be determined by measuring student growth toward grade-level standards, increased reading proficiency, and improved performance on local and state assessments. The school will also review the percentage of students meeting intervention goals and exiting intervention services. Evaluation results will be used to refine instructional practices, adjust interventions, and improve services to better meet student needs.

5. List the specific activities and expenditures that are part of the Targeted Assistance Plan described above that are paid for using Title I, Part A funding. To be an allowable use of Title I, Part A funds, expenditures must only benefit students who are eligible and identified for additional assistance. NOTE: adding expenditures here is not sufficient to have the expense be considered part of the approved budget. [limit 1000 characters]

Title I, Part A funds support the salary and benefits of the school's Interventionist/Title I Coordinator. This position provides supplemental academic support to students identified for Targeted Assistance services through small-group and individualized literacy intervention, progress monitoring, data analysis, and coordination of intervention services. The Interventionist works with eligible students to address identified skill gaps, monitor academic growth, and provide targeted instruction designed to help students meet Minnesota academic standards. These services supplement the core instructional program and are provided only to students identified as eligible for Title I Targeted Assistance services.