



## 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

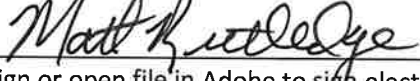
LEA Name: Michael Kelley LEA 4-Digit Number: 0195  
School Name: Randolph Elementary School year to which this plan applies: 2026

### 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 Matt Rutledge Signature   
(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 Michael Kelley Signature   
(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]

Randolph Elementary does assessments for all students in grades preschool thru 6th grade to determine if students are making adequate progress. If students are not making adequate progress then they are referred to our student assessment team to help the teachers with interventions ideas so the students who are not making progress can get back on track. Some of the assessments are: ESGI grades K-2, STAR reading and math grades 3-6, early interventions for pre-grade 2, SONDAY and others.

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]

Once a student is identified as needing assistance through the steps answered in step 1. We target which area they need assistance. For reading, it could be decoding, comprehension, phonics etc. For math it could be adding, subtracting, word problems, number sequence, etc. We then develop a plan with the regular ed. teacher, reading specialist and paraprofessionals to make sure students have the correct academic plan to make academic progress.

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 plan is for every student that is targeted for needs improvement will be at grade level by the end of the school year. We monitor this through STAR reading and math, ESGI, CBM, and other assessments 3 times a year. If a student is still not making academic progress we try different interventions or refer to special education.

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]

Our Title One committee evaluates the Targeted Assistance Plan each year to make sure that the program is working, Parents are communicated with, and the plan is adequate for each student. Interventions are being done on a consistent manner. Parprofessionals are trained in all the curriculum that they use. The program is evaluated on its effectiveness.

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]

All of our expenditures except for homeless set-aside is spent on our Reading Specialist.