

Rigby High School Title I Plan

School Year 2026-2027

School Mission

Rigby High School is committed to ensuring that all students achieve grade-level academic standards through targeted, data-informed support systems. As a school dedicated to student success, Rigby High School emphasizes the early identification of academic needs and provides systematic interventions to address learning gaps. Through the continuous analysis of student performance data, educators implement evidence-based strategies and supports designed to promote growth, improve achievement, and ensure that every student has access to the resources needed to succeed in literacy, mathematics, and other core academic areas.

Student-Focused Supports

Rigby High School utilizes multiple data sources to identify student needs, guide interventions, and monitor academic progress throughout the school year. These measures allow staff to provide timely and targeted support that promotes student achievement and growth.

English Language Arts (ELA)

Student progress and needs are identified through:

- Student-Centered Instructional Coaching Assessment (SICA) scores
- End-of-Course (EOC) assessments
- Idaho Standards Achievement Test (ISAT) data
- Classroom assessments and performance data
- Teacher input and observations

Mathematics

Student progress and needs are identified through:

- Standards-based classroom assessment data
- Learning objective proficiency data
- Idaho Standards Achievement Test (ISAT) data

- End-of-Course (EOC) assessments
 - Teacher input and observations
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Instructional and Intervention Strategies

Rigby High School provides a multi-tiered system of support designed to help students develop the academic knowledge and skills needed for success.

Tier I: Core Instruction

- High-quality, standards-aligned instruction in all classrooms
- Data-informed instructional practices to address student learning needs
- Ongoing progress monitoring and formative assessment

Tier II: Targeted Interventions

- Push-in support from Title I paraprofessionals during core instruction
- Dedicated weekly intervention time provided through academic departments
- Small-group instruction focused on specific skill deficiencies

Tier III: Intensive Interventions

- RTI Tier III coursework designed to strengthen foundational literacy and mathematics skills
 - Individualized interventions based on student performance data
 - Frequent monitoring of academic growth and responsiveness to intervention
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Family and Student Communication

Rigby High School recognizes the importance of strong partnerships between families, students, and school staff in supporting academic success.

Families are informed about student progress and available supports through:

- School communication platforms
- Parent-teacher conferences
- Teacher and staff outreach

- Progress reports and academic updates

Parents and guardians are encouraged to actively partner with the school to support student learning, attendance, engagement, and participation in intervention opportunities.

Student Monitoring and Evaluation

Student progress is regularly monitored to ensure that interventions and supports are effective and responsive to student needs.

Progress monitoring measures include:

- Classroom assessments
- SICA assessments
- End-of-Course (EOC) assessments
- ISAT performance data
- Teacher observations and feedback

The school's Student Support Team reviews student data on an ongoing basis to:

- Evaluate the effectiveness of interventions
 - Monitor student growth and achievement
 - Identify students requiring additional support
 - Refine instructional and intervention practices throughout the school year
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Program Evaluation

Rigby High School will annually evaluate the effectiveness of its Title I program by analyzing student achievement data, intervention outcomes, attendance patterns, and stakeholder feedback. Results from this evaluation will be used to strengthen supports, improve instructional practices, and ensure that Title I resources effectively meet the academic needs of students.