[SCHOOL YEAR]

[SCHOOL NAME]

Title I, Part A Targeted Assistance Plan

Elementary and Secondary Education Act (ESEA), as amended

**Contents**

[Contact Information 1](#_Toc181599335)

[Targeted Assistance Program Overview 2](#_Toc181599336)

[Needs Assessment Summary 5](#_Toc181599337)

[Targeted Assistance Plan and Criteria 6](#_Toc181599338)

[Student Progress Monitoring 7](#_Toc181599339)

# Contact Information

## School Information

**School:**        **Principal:**

**Phone:**       **Email:**

**Address** (Street, City, State, Zip)**:**

## District Information

**District:**        **Superintendent:**

**Phone:**       **Email:**

# Targeted Assistance Program Overview

Districts can operate two types of Title I-A programs — targeted assistance or schoolwide. Schools would operate a targeted assistance program if they are ineligible for a schoolwide program, have not received a waiver to operate a schoolwide program, or choose not to operate a schoolwide program. In a targeted assistance program, a school may use Title I-A funds only for Title I-A students — i.e., those who are failing, or most at risk of failing, to meet the State’s academic achievement standards. (ESEA section 1111(b)(1)(A)).

## Program Requirements [ESEA Section 1115(b)]

Each targeted assistance program must:

1. [determine which students will be served](#_Eligible_Children);
2. serve participating students identified as [eligible children](#_Eligible_Children) by—
	1. using resources under Title I-A to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
	2. using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—
		1. expanded learning time, before and afterschool programs, and summer programs and opportunities; and
		2. a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
	3. coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;
	4. providing professional development with resources provided under Title I-A, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;
	5. implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116; and
	6. if appropriate and applicable, coordinating and integrating Federal, State, and local services and programs, such as programs supported under this ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and
	7. provide to the local educational agency assurances that the school will—
		1. help provide an accelerated, high-quality curriculum;
		2. minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I-A; and
		3. on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

## Eligible Children [ESEA Section 1115(c)]

The eligible population for services is:

1. children not older than age 21 who are entitled to a free public education through grade 12; and
2. children who are not yet at a grade level at which the local educational agency provides a free public education.

From the population described above, eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of **multiple, educationally related, objective criteria** established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

### Children Included

In general, children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under the Targeted Assistance Program on the same basis as other children selected to receive services under the Targeted Assistance Program.

The children below are automatically eligible for Title I-A Targeted Assistance Services:

* HEAD START AND PRESCHOOL CHILDREN: A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under the Targeted Assistance Program.
* MIGRANT CHILDREN (SERVED WITH TITLE I-C FUNDS): A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under the Targeted Assistance Program.
* NEGLECTED OR DELINQUENT CHILDREN: A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under the Targeted Assistance Program.
* HOMELESS CHILDREN: A child who is homeless and attending any school served by the local educational agency is eligible for services under the Targeted Assistance Program.

Funds received under Title I-A may not be used to provide services that are otherwise required by law to be made available to children described above but may be used to coordinate or supplement such services.

## Participation in Professional Development and Additional Duties [ESEA Section 1115(d)]

To promote the integration of staff supported with funds under Title I-A into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under Title I-A may:

1. participate in general professional development and school planning activities; and
2. assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

## Special Rules [ESEA Section 1115(e)]

### Simultaneous Service

Schools are not prohibited from serving students the Targeted Assistance program simultaneously with students with similar educational needs, in the same educational settings where appropriate.

### Comprehensive Service

If:

1. health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and
2. funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under Title I-A may be used as a last resort to provide such services, including—
	* the provision of basic medical equipment, such as eyeglasses and hearing aids;
	* compensation of a coordinator;
	* family support and engagement services;
	* integrated student supports; and
	* professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

# Needs Assessment Summary

All schools receiving Title I-A funds must perform a comprehensive needs assessment at the school level to review the strengths and needs of **all** the students enrolled in the school.

## Student Demographics: Who are our students?

*Provide a brief description of the school, attendance area, and community.*

## Data Examined: What data did we look at?

Select the data used to conduct the needs assessment of all students enrolled in the school.

|  |  |
| --- | --- |
| Used | Data |
| [ ]  | State summative assessment results in ELA and mathematics |
| [ ]  | English Learner assessment results (ACCESS for ELLs) |
| [ ]  | Alaska Science Assessment results  |
| [ ]  | Alaska Developmental Profile (ADP) assessment results  |
| [ ]  | Graduation rates of migratory children (4-year and 5-year rates) |
| [ ]  | Dropout rates  |
| [ ]  | Chronic absenteeism rates  |
| [ ]  | Suspension/expulsion rates  |
| [ ]  | Local interim assessment results |
| [ ]  | Retention rates  |
| [ ]  | Parent and family feedback (e.g. surveys) |
| [ ]  | Other:       |
| [ ]  | Other:       |
| [ ]  | Other:       |
| [ ]  | Other:       |

## Identified Needs: What are the needs of our students?

 *A “need” refers to the gap or discrepancy between a present state (what is) and a desired state (what should be). The need is neither the present nor the future state; it is the gap between them. Use the table below to describe the identified needs within the school.*

|  |  |  |
| --- | --- | --- |
| Desired State(What Should Be) | Current State(What Is) | Need(Gap) |
| *Example: 100% of third grade children should be reading at grade level.*  | *Example: 30% of third grade students are reading at grade level.*  | *Example: 70% of third grade students need to learn to read at grade level.*  |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |
|       |       |       |

# Targeted Assistance Plan and Criteria

Schools that implement a targeted assistance program under Title I-A must develop a plan for supporting specifically identified students most at risk of failing to meet state standards. Targeted assistance schools must determine which students they will serve by identifying the students with the greatest need. As a result, only the students identified are eligible to receive the Title I-A services.

## Targeting Criteria: What criteria do we use to determine student eligibility?

*Describe the process* ***and*** *criteria that will be used to identify the students most at risk of failing, including consideration for homeless, migratory, and neglected and delinquent students.  Multiple educationally related, objective criteria must be used to select students. Examples of possible criteria may include state summative assessment scores, interim assessment results, classroom assessment scores, etc.*

## Targeting Services: What interventions or services will eligible students receive?

*Describe the specific services eligible students will receive.*

## Family Communication: How will we notify families when their children are identified?

*Describe how the school will notify families when their children are identified as eligible for Title I-A services.*

## Professional Development: How do we support staff?

*Describe the professional learning opportunities provided to assist staff in effectively supporting children identified as eligible for Title I-A services.*

# Student Progress Monitoring

Targeted assistance schools must set criteria by which students may exit from the program. This exit process depends on the selection criteria and individual student performance. To provide equal access to all children, it is important for each school to have clearly delineated processes and criteria that will be used to move children in and out of Title I programs.

## Plan Review: What is our process for reviewing the progress of eligible students?

*Describe the process (including frequency) for reviewing student progress and adjusting the program when needed.*

## Exit Criteria: How do we know when specific students no longer need services?

*Please describe performance criteria that will indicate a student is no longer eligible for services.*