

# Title I, Part A Targeted Assistance Program Template

A targeted assistance plan helps students meet state standards and guide systematic improvement. The Every Student Succeeds Act (ESSA) provides six revised components for targeted assistance plans (Section 1115-Targeted Assistance). **Note:** Schools must revise their Title I, Part A Targeted Assistance Plans to include the six revised components for the 2017–18 school year. OSPI developed this plan template as an optional tool. It aligns the six components with reform strategies to help improve student outcomes. Though this template is not required, it is strongly encouraged.

## Plan–Do–Study–Act

After your school establishes a targeted assistance planning team, review the six components of the targeted assistance plan template. Apply the Plan–Do–Study–Act improvement cycle to **each** components annually to build and update. *For more information on Active Implementation (AI) please refer to the National Implementation Research Network's [AI Hub](#).*

### **Plan: Identify purpose, desired outcomes, and success criteria**

- Engage key stakeholders in the planning process. (*e.g. educators who lead instructional teams, special education educators, English language development educators, key professional educators, parents representing diversity of student body, principal, administrator from “feeder pattern,” or school district administrators*)
- Collect and review academic and non-academic data (*e.g. achievement data, demographic data, perceptual data, and contextual data*). [See the “What to Collect?” worksheet templates](#)
- Collect and review best practices. *Refer to the [OSPI Menu of Best Practices and Strategies](#)*
- Analyze and evaluate: core instruction, tiered support model, data-based decision making, school climate and systems support, implementation of best practices.
- Determine how progress will be measured.

### **Do: Implement intended outcomes**

- Develop the plan with goals and objectives in S.M.A.R.T. (*Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound*) Goal format to articulate the evidence supporting the strategy and measurable outcomes for students and educators. *Use the [S.M.A.R.T. Goal Rubric](#) to assess the quality of each goal/objective.*
- Provide training if needed.
- Document process—highlight strengths and challenges.
- Continue to collect data.
- Observe and seek feedback on the process.

### **Study: Reflect on implementation of intended plan and student outcomes**

- What are the strengths and challenges of the current school program?
- Was the plan implemented as intended? What modifications did you make to the plan along the way?
- Does the evidence gather support staff assumptions about strengths and needs?
- Are there information gaps? What more do we need?
- What priorities does the information suggest?

**Act: Identify action steps to make targeted adjustments to the original plan**

- What adjustments/modifications should be made?
- How can we improve the effectiveness of our program?

## Component One—Needs Assessment

The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. Schools with targeted assistance programs should place emphasis on strategies that help learners who have not yet met grade-level standards.

In their needs assessment, schools must describe their students' demographics, levels of achievement, family involvement, cultural climate, and staffing.

A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs.

Needs assessments include both district and school priorities and concerns. Schools also provide strengths and weaknesses of their Title I, Part A program.

Support documentation should include:

- A detailed analysis of all **student subgroups**; and
- An examination of student, teacher, and school community **strengths and needs**.

## Essential Questions

- How does your needs assessment integrate current school year quantitative and qualitative data? Is your needs assessment looking at trend data?
- How does your needs assessment give an accurate and thorough view of the entire school?
- What subjects, grade levels, and programs are the strongest and weakest?
- How does the school focus on the academic progress of English language learners?
- To what extent are discipline issues impacting students?
- What is the level of family and community support at the school?
- What does the data say about the success of students transitioning into and out of your school?  
Examples: Elementary schools should look at WAKids, middle schools at 6th grade attendance and behavior, high schools at 9th grade course completion.
- How have you identified the following areas of concern within your needs assessment?
  - Family Engagement
  - Transitions Between Grades and/or Schools
  - Technology
  - Professional Development
  - Tiered Models of Instruction
  - Behavior and Discipline
  - Well Rounded Education
  - Secondary Education Program Needs

## Component Two—Identification of Students

Schools with Targeted Assistance Programs must select students for the program, based on criteria they establish. Under law, the targeted assistance program is to provide services to students identified as having the greatest need for special assistance. The criteria for identifying students must be objective, educationally related, and include multiple measures. Each Targeted Assistance program may include the following criteria to select eligible students who are in greatest need of services:

- Students in public education through grade 12, but not older than 21.
- Students not old enough yet to attend district school, but are old enough to benefit from organized instructional program. (PreK or Kindergarten)
- Students that are failing, or are at most risk of failing, to meet state’s student performance standards.

ESSA says the following students are automatically eligible for services:

- Students whom participate in Head Start, in local institutions for neglected or delinquent, homeless, foster care or are attending a community day program.
- Students who are economically disadvantaged, children with disabilities, migrant children, and English learners are eligible for services on the same basis as other children.
- Students from preschool through 2nd grade must be selected solely on the basis of such criteria as educator judgement, interviews with parents, and developmentally appropriate measures that determine which students are failing, and most at risk of failing state academic standards.

### Essential Questions

- How will the school identify students who have not met standard yet?
- Compare the findings from your comprehensive needs assessment and the students identified for targeted assistance under your 2016–17 criteria? Did the criteria and data identify the students in most need of services, as reflected on the comprehensive needs assessment?
- For the 2017–18 school year, what criteria and data will be used to identify students for the Targeted Assistance Program?
- How will data be used to inform appropriate services for the student?
- How will you use student data to monitor progress? How often will student progress be formally reviewed?
- How will student data be used to determine if a student is ready to exit services?

### Resources

- The [Menus of Best Practice](#) include information on multi-tiered system of supports, including data-based decision making teams, universal screenings, diagnostics, formative assessments, and progress monitoring.

## Component Three–Title I, Part A Practices and Strategies

Identify the practices and strategies of your school’s targeted assistance program. Under law, the targeted assistance program is to provide services to students identified as having the greatest need for special assistance. The law requires programs to review the progress of students served in targeted assistance and revise the program, if needed, to enable students to meet state standards.

ESSA increased the options schools to provide services to students in Targeted Assistance programs. These programs may serve participating students with programs, activities and academic courses that provide a well-rounded education\*.

Where to start? How to decide? To maximize your Title I, Part A targeted assistance program, identify the most effective practices and instructional strategies to meet the needs of your students.

This may include methods and instructional strategies to strengthen the academic program of the school highlighted in ESSA, such as:

- enriched and/or accelerated curriculum
- intensive academic assistance
- expanded learning time (i.e. before and after school, summer programs)
- early intervening services
- counseling and mental health support
- tiered model of behavior support
- preschool transition assistance
- professional development for staff
- career and college readiness, including support for dual credit, such as AP/IB

\*Under ESSA, the term “well-rounded means courses, activities, and programming in subjects such as English, ELA, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subjects, as determined by the LEA, with the purpose of providing students with access to an enriched curriculum and educational process. (ESSA Section 8101 (52)).

### Essential Questions

- What themes and needs emerge about your students identified for targeted assistance programs? What program strategies will be meet their needs? What strategies will best help these students meet standard?
- What is your school, through this program, doing to help students in danger of disengaging from school, dropping out, or falling behind on mastery of a key skill?
- What courses, curriculum, and interventions will you provide through your targeted assistance program next school year? What grades will be served?
- How will you measure the success of your strategies? How often will you review? How will you know they are working?
- How will your strategies align to progress monitoring and assessment of students in the Targeted Assistance program?
- How will you make changes to the strategies, if you do not see demonstration of improved student outcomes?

- How will you make changes to the services you provide, if you do not see demonstration of improved student outcomes?
- Based on this review, will you make any changes or modifications for the next school year?

### Resources

- The [Menus of Best Practice](#) in [English Language Arts](#), [Mathematics](#), and [Behavior](#).
- Ideas and options from the Learning Assistance Program. (Note, your program is not limited to the Menu, nor are you limited to ELA, Math, or Behavior)

## Component Four—Coordination and Transitions

Your program should be coordinated with the school’s overall education program.

ESSA emphasizes that targeted assistance programs should minimize the removal of children from the regular classroom during regular core instruction when providing additional instruction through Title I, Part A.

This includes state, local, and federally supported programs. Your school should develop the targeted assistance program in coordination with core instruction, extended day offerings, English learner programs, special education, career and technical education, and others.

ESSA highlights transitions among grades, and in particular, if applicable:

- preschool to kindergarten
- elementary to middle school
- middle school to high school
- high school to career and post-secondary

### Essential Questions

- Are the students in your targeted assistance program able to fully participate in core instruction?
- Are the students in your targeted assistance program able to participate in electives? Are students in targeted assistance also able to participate in electives/enrichment time that peak their interest, such as music, arts, career and technical education? Or are they precluded from those activities?
- How does your targeted assistance program coordinate with other programs in the school? For example:
  - Is there shared planning time among instructors?
  - Are English learner instructional strategies being considered for students who enrolled in Title I and English learner services?
- Review your comprehensive needs assessment. Are the following transitions an area in need of support? What changes will you consider for your targeted assistance program for 2017–18?
  - preschool to kindergarten
  - elementary to middle school
  - middle school to high school
  - high school to career & post-secondary

## Resources

- [Title I Early Learning Guide](#)
- [Menus of Best Practice](#) offer strategies on English language learners, kindergarten transition and high school transitions.

## Component Five—Parent and Family Engagement

Plan for the strategies your school will use to engage parents and families of students served by the Targeted Assistance program. Parents, families, and community members provide excellent partners in helping students meet standard. Your parent and family engagement efforts may also include services supporting family literacy.

### Essential Questions

- How does your parent and family engagement strategy align to your targeted assistance practices and strategies?
- What concerns about parent and family engagement did you identify in your comprehensive needs assessment? What strategies will you implement this year to address those concerns?
- How will you evaluate your parent and family engagement strategies? How will you know if they are working? How often will you evaluate? When will you implement changes if they are not working?
- How do your parent and family engagement strategies support transition plans between grades, and in particular, if applicable:
  - preschool to kindergarten?
  - elementary to middle school?
  - middle school to high school?
  - high school to career and post-secondary?

## Resources

- [Parent & Family Engagement and Title I, Part A](#)
- [Menus of Best Practice](#) offer strategies on parent and family engagement

## Component Six—Professional Development

Title I, Part A allows for professional development to teachers, principals and other school leaders, paraeducators, and if appropriate specialized support personnel and other personnel who work with eligible students in the Title I, Part A program or in the regular education program. Title I, Part A funds can be used to provide professional development to teachers (who are not “Title I, Part A teachers”) in the regular classroom, as long as these teachers instruct Title I, Part A served Targeted Assistance students.

### Essential Questions

- Who are the staff delivering the targeted assistance programs at your school? What are their professional development needs? What did the comprehensive needs assessment identify as

professional development needs in the school? Are paraeducators delivering Title I, Part A services offered an opportunity for professional development?

- How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?
- How will you measure or evaluate the effectiveness of the professional development offered? How will you know it is improving the programming offered to students?
- How will the professional development activities benefit the students receiving targeted assistance services?

#### Resources

- [Menus of Best Practice](#) offer strategies on targeted professional development.
- [Learning and Teaching](#) at OSPI offers links to multiple content areas and professional development.

**TITLE I, PART A TARGETED ASSISTANCE TEMPLATE**

**Mission**

Click or tap here to enter text.

**Vision**

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**COMPONENT #1: NEEDS ASSESSMENT**

**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

Plan

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Do

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Study

Click or tap here to enter text.

Act

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**COMPONENT #2: IDENTIFICATION OF STUDENTS**

**PROCEDURES TO SUPPORT PROGRAMS, ACTIVITIES AND COURSES TO ENSURE MASTERY OF ACADEMIC STANDARDS**

Plan

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Do

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Study

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Act

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**COMPONENT #3: PRACTICES AND STRATEGIES**

**PROCEDURES TO SUPPORT BEST PRACTICES TO STRENGTHEN ACADEMIC PROGRAM**

Plan

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Do

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Study

Click or tap here to enter text.

Act

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**TITLE I, PART A TARGETED ASSISTANCE TEMPLATE****COMPONENT #4: COORDINATION AND TRANSITIONS****PROCEDURES TO SUPPORT TRANSITION BETWEEN EARLY CHILDHOOD AND GRADES**

Plan	Click or tap here to enter text.
Do	Click or tap here to enter text.
Study	Click or tap here to enter text.
Act	Click or tap here to enter text.

**COMPONENT #5: PARENT & FAMILY ENGAGEMENT****PROCEDURES TO SUPPORT PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

Plan	Click or tap here to enter text.
Do	Click or tap here to enter text.
Study	Click or tap here to enter text.
Act	Click or tap here to enter text.

**COMPONENT #6: PROFESSIONAL DEVELOPMENT****PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES**

Plan	Click or tap here to enter text.
Do	Click or tap here to enter text.
Study	Click or tap here to enter text.
Act	Click or tap here to enter text.