

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 2018–19 school year. 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** component annually to build and update.

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*).
- Collect and review best practices.
- 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.
- 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 engagement, 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. A detailed analysis of all **student subgroups**; and
- B. An examination of student, teacher, and school community **strengths and needs**.

Guiding 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?
- 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.

Guiding 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 2017–18 criteria? Did the criteria and data identify the students in most need of services, as reflected on the comprehensive needs assessment?
- For the 2018–19 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?

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)).

Guiding 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?

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

Guiding 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 2018–19?
 - preschool to kindergarten
 - elementary to middle school
 - middle school to high school
 - high school to career & post-secondary

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.

Guiding 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?

Component Six—Professional Development

Title I, Part A allows for professional development to teachers, principals and other school leaders, Para educators, 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.

Guiding 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 Para educators 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 Para educators 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?

(Retrieved from: <http://k12.wa.us/TitleI/>).

TITLE I, PART A TARGETED ASSISTANCE TEMPLATE

Mission

To provide positive, safe, and impactful learning experiences for all students.

Vision

To ensure that students develop the knowledge, skills, and dispositions they need to be successful lifelong learners and productive members of society. We accomplish this through the support of our school family consisting of faculty, staff, parents, students, and community members focusing on collective commitments.

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan

Mt. Mahogany gathers information and feedback from stakeholders by meeting with PTA and SCC several times a year, holding multiple parent nights, administering an online needs assessment, and monthly leadership meetings with school staff. Our last needs assessment revealed that parents want more parent workshop nights and training on the school's goals and instructional practices.

Mt. Mahogany currently has 850 students. Approximately 73% are Caucasian, 19% are Hispanic, and 7% are multi racial or other. Approximately 49% of the students are on free and reduced lunch which is why Mt. Mahogany is a Target Assist school

Acadience scores in K-3 have steadily risen over the last several years and scores on SAGE/RISE have decreased or stayed the same in grades 3-6 in all content areas. Office referrals are low for bullying and fighting, but relatively high for classroom disruption and noncompliance.

Mt. Mahogany follows district best practices and goals such as teacher collaboration, RTI, deep learning, and a focus on language arts. This year Mt. Mahogany implemented a systemic character education program, K-6 Acadience testing, a STEAM lab, and a revised positive behavior intervention system.

Do

School-wide goal for the year will be to increase K-3 proficiency in language arts by 4% as measured by DIBELS. For students in grades 4-6, students will increase their proficiency by 4% as measured by the

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	RISE Language Arts assessment. Our long-term goal is that 90% of 3rd Grade students will be reading on benchmark according to the DIBELS EOY assessment. Teachers will receive training, be held accountable, celebrate, receive frequent feedback, and collect data to review in professional development meetings and weekly grade level collaboration.
Study	These goals will be achieved by teachers successfully completing the PLC results cycle with specific focus on tier 1 instruction and formative assessment. Teachers will use collaboration time to discuss student progress, review assessment data, determine appropriate interventions and share best practices at each grade level. Best practices will be highlighted during professional development. Kindergarten-3rd Grade will use DIBELS, and classroom assessment data to identify students who are not currently at benchmark in reading. Students showing proficiency will be progress monitored at least monthly to ensure they do not fall below proficient levels. Phonics surveys will be administered at each grade level to provide further clarification on skill deficits experienced by struggling readers. Led by an instructional coach, teams will engage in the PLC Results Cycle to improve their Tier I instruction. At least one aide will be provided at each grade to provide additional literacy support.
Act	Click or tap here to enter text.

COMPONENT #2: IDENTIFICATION OF STUDENTS

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

Plan	As a Target Assist school, Mt. Mahogany students have scored in critical needs in growth and proficiency scores for English Language Learners (ELL). These specific ELL students will be tracked by specifically to ensure they receive appropriate grade level instruction and intervention. At the time of this plan, 102 students are identified as ELL students at Mt. Mahogany. Working collaboratively, the school will strategically focus on ELL student achievement, increase staff capability, and intervene for ELL students in order to ensure increased student proficiency.
Do	Identified ESL students' data and progress will be tracked using the same goals that the school has established. School-wide goal for the year will be to increase K-3 proficiency in language arts by 4% as measured by DIBELS. For students in grades 4-6, students will increase their proficiency by 4% as measured by the RISE Language Arts assessment. Professional development will address strategies for teachers to use with struggling readers. Specific topics will address building an effective professional learning community, and bolstering

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	<p>literacy instruction. Subs will be given to teachers to look at data after DIBELS windows and upper grade benchmarks for teachers to study and plan how to best support students in the classroom. Instructional expertise and student learning abilities in ELA will be enhanced through the use of additional technology.</p>
Study	<p>Administration, instructional, behavior, and ELL coaches will regularly monitor progress by meeting with teams each Monday and review weekly goals, ensure accommodations are made, adequate tier 1 instruction is delivered, and highly effective interventions are provided and administered. In addition to the focus on students, parents of identified students will be involved in the progress of students and will be trained at parent workshops on how to assist their students.</p>
Act	<p>Click or tap here to enter text.</p>
COMPONENT #3: PRACTICES AND STRATEGIES	
PROCEDURES TO SUPPORT BEST PRACTICES TO STRENGTHEN ACADEMIC PROGRAM	
Plan	<p>Students in grades K-1 have the opportunity to have expanded learning opportunities by attending summer school. Reading recovery is provided to at risk students in reading in 1st grade. In addition, more intensive instruction is provided through grade level intervention time. Mt. Mahogany has a school counselor that provides counseling and mental health support to ELL and other at risk students.</p> <p>Mt. Mahogany has adopted a school wide positive behavior intervention system featuring a tiered model of behavior support. Teachers are receiving training to teach and intervene for behavior the same way they would for academics. Ongoing training will be provided to teachers and staff through professional development opportunities at the school and through attendance at conferences focused on meeting the needs of students in the academics and social emotional realm.</p> <p>Many of the staff have or are receiving training for the ESL endorsement as well as other professional development. Teachers spend summer collaboration identifying essentials, tier 1 strategies, common assessments, effective interventions, and extension opportunities.</p>
Do	<p>All teachers will be trained on effective strategies tier 1 instruction that benefits ESL students. Teachers will be given team time to implement and plan these strategies into their instruction. For example, teachers will be taught the explicit teaching model of instruction with a focus on</p>

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	peer interaction and peer teaching.
Study	Throughout the 2019-20 school year, Mt. Mahogany teachers and staff will be implementing many of the strategies and plans. The plan will be implemented as intended but we anticipate the need to continually learn how to best meet the needs of our students, and make the adjustments to help our students behaviorally and academically.
Act	Click or tap here to enter text.

COMPONENT #4: COORDINATION AND TRANSITIONS**PROCEDURES TO SUPPORT TRANSITION BETWEEN EARLY CHILDHOOD AND GRADES**

Plan	Mt. Mahogany has established two OEK kindergarten sessions, along with a summer school program for at-risk students in Kindergarten and 1 st Grade. These programs help identify, instruct, and provide early intervening services. All students are tested at the beginning of Kindergarten and the lowest testing students are invited to attend OEK Kindergarten and/or summer school programs.
Do	OEK Kindergarten students are following the same goals as the rest of the school. Kindergarten is following the PLC results cycle to achieve 90% proficiency according to Acadience. Kindergarten and 1 st grade teachers continually identify essential standards that will be administered through the PLC results cycle to improve end of year proficiency.
Study	We feel our efforts in providing these programs are beneficial in providing instruction to the students who need it most and helping them be prepared for 1st grade. We will continually track the students that attend OEK kindergarten to see if these students are on grade level by the end of 3rd grade.
Act	Click or tap here to enter text.

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COMPONENT #5: PARENT & FAMILY ENGAGEMENT

PROCEDURES TO SUPPORT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Plan	Regular PTA and community council meetings are held throughout the year to solicit parent and staff input on goals, needs, and the basic operations of the school. In addition, an annual student and parent needs assessment survey is sent out which gives stakeholders the opportunity to offer specific feedback to teachers and administration. In the past, Mt. Mahogany has struggled to get ELL families represented in both PTA and SCC. In the most recent needs survey administered, the overwhelming majority were very pleased with the functioning of the school. A couple of suggestions included increasing communication, offering classes and workshops for parents. We plan on providing more opportunities for parent workshops on academics, behavior, and social/ emotional needs.
Do	At Mt. Mahogany, We understand that optimal learning requires collaboration between home and school. In that spirit, parents and teachers at Mt. Mahogany Elementary have developed several ways to work together to enhance the education of all students. In coordination with Mt. Mahogany's ELL coach, all parent communication will be translated into Spanish and ELL parents will be personally invited to all school events including parent teacher conferences, PTA activities, education nights, and school performances.
Study	There have only been a few parent nights and events so far this year but there has already been a significant rise in the amount of ELL parent involvement. We feel that the personal invites from the school has helped, specifically for parent teacher conferences, and parent workshops. We plan on reaching out to all ELL students and providing book fair incentives to increase access to literacy materials.
Act	Click or tap here to enter text.

COMPONENT #6: PROFESSIONAL DEVELOPMENT

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

Plan	Professional development will address training and strategies on how to increase the effectiveness of the PLC results cycle, with focus on tier 1 instruction, continuous formative assessment, and strategies teachers can use with struggling readers, especially ELL students. Specific topics will address building and cultivating an effective professional learning community, enhancing reading instruction, and helping meet
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	and address the social and emotional needs of students.
Do	Teachers will successfully go through the PLC results cycle using essential standards in language arts. This is a process goal, so a rubric will be created with the teachers so they can self evaluate throughout the year. By the end of the year, the goal is to have all teams either effective or highly effective in the PLC results cycle focusing on improving tier 1 instruction and formative assessments. Data will be collected throughout the year using such measures as DIBELS, DRA, classroom assessments, and RISE (interim and summative) testing. Research based curriculum and RTI strategies will be used to support the program.
Study	Grade level collaboration on the PLC results cycle, current student data, Professional Development days, Collaborative Team Leader (CTL) meetings with principal, Parent Teacher Conferences with parents, faculty celebrations and achievement recognition, and summer collaboration artifacts. Data will be shared at Parent Teacher Conferences with parents, faculty celebrations and achievement recognition, on the school website, and during summer collaboration. Data will be reviewed regularly during collaboration and team data dives with administration and instructional coaches.
Act	Click or tap here to enter text.