| **Title I, Part A Targeted Assistance Template** | |
| --- | --- |
| **Building Data** | |
| **Building:** Click or tap here to enter text. | **F/R Percentage:** Click or tap here to enter text. |
| **Principal:** Click or tap here to enter text. | **Grade Span:** Click or tap here to enter text. |
| **District:** Click or tap here to enter text. | **Building Enrollment:** Click or tap here to enter text. |
| **Plan Date:** Click or tap here to enter text. | **Board Approval Date:** Click or tap here to enter text. |

| **School Leadership Team Members**  **Parent-Community Partners** | | |
| --- | --- | --- |
| **Name** | **Role** | **Email** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

| **Vision Statement** |
| --- |
| Click or tap here to enter text. |

| **ESSA Supports: WA Framework Identification** |
| --- |
| **Foundational:**  Click or tap here to enter text.  **Tier I: Targeted Supports: Targeted with 1-2 Student Groups:**  Click or tap here to enter text.  **Tier II: Targeted 3+Targeted EL Progress:**  Click or tap here to enter text.  **Tier III Support: Comprehensive and Rad Identified schools:**  Click or tap here to enter text. |

| **Partners in Consolidated Plan**  **Title I, Part A, Targeted Plan/Do/Study/Adjust Template**  **School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)** | |
| --- | --- |
| **Title I, Part A: Targeted Assistance Model,**  **Six Required Components:**  1. Needs Assessment  2. Identification of Students  3. Practices and Strategies  4. Coordination and Transition  5. Parent and Family Engagement  6. Professional Development | |
| **Checklist for combined Title I, Part A Targeted Assistance Program Model**  Is this plan:  Based on a Needs Assessment  Data driven  Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it  Allowing active participation of and input from stakeholders  When you are utilizing this document as your School Improvement Plan (SIP) as well as your targeted plan, please ensure ***all*** of the following elements are included: | |
| **School Improvement Plan; WAC-180-16-220,**  **Plan Requirements:**  □ Annual Board approval  □ Proof the plan is data driven, promotes a  positive impact on student learning and offers a  continuous improvement process to monitor,  adjust, and update the SIP  □ The ways in which the model is based on a self-  review of the school’s program  □ The characteristics of successful schools  □ Equity factors for all students  □ The use of technology to facilitate instruction  □ Parent, family, and community involvement, as  they relate to a positive impact on student  learning | **ESSA: Sec.1111(d)(1)(B),**  **Plan Requirements:**  □ Indicators of student performance against State-  determined long-term goals  □ Exposition of evidence-based interventions  □ Proof of a school-level needs assessment  □ Identification of resource inequities, which may  include a review of local educational agency and  school level budgeting, to be addressed through  the implementation of such comprehensive  support and improvement  □ Approval by the school, local educational agency  and State educational agency |
|  |  |

| **TITLE I, PART A TARGETED ASSISTANCE TEMPLATE** | |
| --- | --- |
| **COMPONENT #1: NEEDS ASSESSMENT** | |
| **PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN** | |
| Plan | Click or tap here to enter text. |
| Do | Click or tap here to enter text. |
| Study | Click or tap here to enter text. |
| Adjust | 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 | Click or tap here to enter text. |
| Do | Click or tap here to enter text. |
| Study | Click or tap here to enter text. |
| Adjust | Click or tap here to enter text. |
| **COMPONENT #3: PRACTICES AND STRATEGIES** | |
| **PROCEDURES TO SUPPORT BEST PRACTICES TO STRENGTHEN ACADEMIC PROGRAM** | |
| Plan | Click or tap here to enter text. |
| Do | Click or tap here to enter text. |
| Study | Click or tap here to enter text. |
| Adjust | Click or tap here to enter text. |
| **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. |
| Adjust | Click or tap here to enter text. |

| **COMPONENT #5: PARENT & FAMILY ENGAGEMENT** | |
| --- | --- |
| **PROCEDURES TO SUPPORT PARENT AND FAMILY ENGAGEMENT WHICH ALIGNS TO TARGETED ASSISTANCE PRACTICES AND STRATEGIES** | |
| Plan | Click or tap here to enter text. |
| Do | Click or tap here to enter text. |
| Study | Click or tap here to enter text. |
| Adjust | Click or tap here to enter text. |
| **COMPONENT #6: PROFESSIONAL DEVELOPMENT** | |
| **PROCEDURES TO SUPPORT THE PROFESSIONAL DEVELOPMENT NEEDS OF YOUR TARGETED BUILDING STAFF.** | |
| Plan | Click or tap here to enter text. |
| Do | Click or tap here to enter text. |
| Study | Click or tap here to enter text. |
| Adjust | Click or tap here to enter text. |