| **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 stakeholdersWhen 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. |