**TARGETED ASSISTANCE**

**PLAN | DO | STUDY | ADJUST**

**Plan:** Begin with the “**Plan Step**” to identify the purpose, desired outcomes, and success criteria of the Targeted Assistance program;

**Do:** Then move onto the “**Do Step**” by identifying how the Targeted Assistance plan will be implemented and how the data regarding the plan will be collected over the course of the year;

**Study:** Next, use the “**Study Step**” to outline how the Targeted Assistance program will be studied for strengths and challenges using the data collected and other feedback, and;

**Adjust:** Describe how this information will then be acted upon in the “**Adjust Step**” to ensure the Targeted Assistance program sees continual improvement in the future.

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

* Identify purpose, desired outcomes and success criteria of targeted assistance program in support of core instruction.
* What our data shows and the objectives to be developed to respond to instructional needs of the identified targeted student.
* Engage key stakeholders in support of the targeted assistance program planning process.

*(e.g. teachers who lead core-instructional teams, Title l, Part A staff, Special Education teachers, English Language development teachers, key professional staff, parents representing diversity of student body, principal, administrator from “feeder pattern” school, district administrator).*

* Collect and review academic and non-academic data (*e.g. achievement data, demographic data, perceptual data, and contextual data*).
* Collect and review best practices. *Refer to the* [*OSPI Menus of Best Practices and Strategies*](http://www.k12.wa.us/SSEO/Menus.aspx)*.*
* Analyze and evaluate:
	+ Core instruction;
	+ targeted assistance/supplemental model accelerated instruction;
	+ tiered MTSS academic and non-academic support model;
	+ data-based decision making for both core and supplemental instruction;
	+ support school climate and systems support;
	+ implementation of best practices and strategies.
* Increase the percentage of targeted-served students meeting and exceeding state standards
* Increase the percentage of students served in meeting standards on the Smarter Balanced Assessment.

**Do: Implement intended outcomes**

* Identify how the targeted assistance plan will be implemented and how the data regarding the plan will be collected over the course of the year.
* Implement, intended outcomes. Training, data collection, feedback process, to meet the needs of the Targeted students served.
* Develop the targeted assistance 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 both the evidence supporting the strategy and measurable outcomes for students and educators.
* Provide professional development training if needed.
* Document process—highlight strengths and challenges.
* Continue to collect data.
* Observe and seek feedback on the process.
* The targeted assistance program must be part of the design of the buildings Multi-Tiered System of Support (MTSS) for academics and non-academic (behavior) that will organize and frame school-wide activities and evidence based practices and integrates for powerful teaching.
* Develop and utilize program support to recognize and respond to social and emotional needs of the targeted-served students:
	+ teach the whole child
	+ reduce the amount of severity of behavior problems in the building;
	+ increase building-wide awareness;
	+ develop expertise in dealing with the social and emotional needs throughout the school year.
* Build capacity support for teachers, leaders, and school staff to utilize the PLC framework to determine:
	+ what student needs to know;
	+ how they will know if they learned it;
	+ how to respond if they did not learn;
	+ how they will respond if students already know it.
* Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
* Utilize classroom based and district progress monitoring through formative, interim, and summative assessments to inform and adjust instruction in real-time.

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

* Reflection on strengths, challenges and modifications.
* What are the strengths and challenges of the current targeted assistance school program?
* Was the targeted 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 of the targeted assistance program?
* Are there information gaps? What more do we need?
* What priorities does the information suggest?
* Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
* How are we implementing best practices and strategies within the targeted program?
* What are our professional development needs?
* What are the ways that we collaborate with all programs within building?
* What is our commitment to continuous improvement?
* What are we going to evaluate our supplemental-targeted program?
* What are the best practice and how are we going to evaluate our practices?

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

* What adjustments/modifications need to be made to improve effectiveness?
* What adjustments/modifications should be made?
* How can we improve the effectiveness of our targeted assistance program?
* Describe how information studied and information gathered regarding each component will be used to improve and revise the targeted assistance plan.
* Review and revise the program and plan on an ongoing basis.

**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. A needs assessment must include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their Title I, Part A program.

Support documentation should include:

1. A detailed analysis of all student subgroups; and
2. 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?
* How does your needs assessment give an accurate and thorough view of the entire school, as well as supplement the needs of the targeted students served?
* What subjects, grade levels, and programs are the strongest and weakest?
* How does the school focus on language acquisition, meaningful access to core content, and academic achievement for English learners?
* Review student achievement data, school-improvement survey data, attendance, discipline, staff climate surveys, and parent surveys to determine areas of strength and areas of growth.
* To what extent are discipline issues impacting students?
* What is the level of family and the community support at the school? Do the school’s family outreach efforts effectively engage families reflective of the school’s demographics?
* 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 data, high schools at 9th grade course completion.
* How does the school focus on language acquisition, meaningful access to core content, and academic achievement for English learners?
* Which of the following concerns have you identified within your supplemental-targeted assistance program:
	+ Parent and Family Engagement
	+ Homeless and Foster Care Needs
	+ Transitions Between Grades and/or Schools/Ninth-Grade Transition
	+ Technology
	+ Professional Development
	+ MTSS/Multi-Tiered Modelin academic and non-academic intervention support
	+ Behavior and Discipline-Restorative Justice
	+ School Culture and Climate
	+ Attendance Patterns and Mobility
	+ Chronic Absenteeism
	+ Well Rounded Education
	+ Secondary Education Program Needs
	+ Dual Credit
	+ College Career and Readiness
	+ English Language Acquisition
	+ Effective Staffing Model (teacher, student ratio, qualified staff)
	+ Effective Instruction Leadership for All Student Groups
	+ Interrupted Formal Education

**Component Two – Identification of Students**

Schools with Title I, Part A Targeted Assistance Programs must select students for the program, based on multi-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. Students are identified on a rank-order list for service. 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 served 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?
* What is the level of family and the community support at the school? Do the school’s family outreach efforts effectively engage families reflective of the school’s demographics?
* 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 data, high schools at 9th grade course completion.
* How does the school focus on language acquisition, meaningful access to core content, and academic achievement for English learners?
* How have you identified any areas of concern from the following within your needs?
* 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?

**Resources**

The [Menus of Best Practice](http://www.k12.wa.us/SSEO/Menus.aspx) 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)).

**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?

**Resources**

* The [Menus of Best Practice](http://www.k12.wa.us/SSEO/Menus.aspx) in [English Language Arts](http://www.k12.wa.us/SSEO/ELAMenuBestPractices.aspx), [Mathematics](http://www.k12.wa.us/SSEO/MathMenuBestPractice.aspx), and [Behavior](http://www.k12.wa.us/SSEO/BehaviorMenu.aspx).
* Ideas and options from the Learning Assistance Program. (Note, your program is not limited to the Menus, 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

**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, Part A 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

**Resources**

* [Title I Early Learning Guide](http://www.k12.wa.us/ESEA/ESSA/pubdocs/FundingEarlyLearningActivitiesinWashingtonState.pdf)
* [Menus of Best Practice](http://www.k12.wa.us/SSEO/Menus.aspx) 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 met 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?

**Best Practices to Support Participating Schools in Delivering Effective Parent and Family Engagement:**

* Conduct regular site visits to observe parental involvement practices.
* Provide materials and training resources not otherwise available to help parents support their child’s academic achievement.
* Enhance awareness and skills among teachers, pupil services personnel, principals, and staff related to outreach and communication, and ways to work with parents as equal partners.
* Communicate with parents. Ensure, to the extent possible, that information is sent home in a language and format parents can understand.
* Provide information on adult literacy training available in the community.
* Make sure participating schools display the parent involvement policy at each school that parents can view. Check each parent also receives a copy of the policy.
* Reinforce good parenting skills that support the development of academic skills. Show parents how these skills could apply in real-life situations.
* Encourage parents to visit and volunteer at school by helping staff create volunteer opportunities. Train school staff to build opportunities for parents to participate in school activities and to encourage parent involvement.
* Build innovative schedules for parent participation in school-related activities. For example, hold meetings early morning or in the evening that widen the time available for working parents to be present.
* Hold school meetings annually to let parents know 1) they can participate in the development of the parental involvement policy and 2) they have a right to be involved.

**Resources**:

* [Parent & Family Engagement and Title I, Part A](http://www.k12.wa.us/TitleI/ParentFamilyEngagement/default.aspx)
* [Menus of Best Practice](http://www.k12.wa.us/SSEO/Menus.aspx) 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](http://www.k12.wa.us/SSEO/Menus.aspx) offer strategies on targeted professional development.
* [Learning and Teaching](http://www.k12.wa.us/CurriculumInstruct/default.aspx) at OSPI offers links to multiple content areas and professional development.

| **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)** |
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| **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** |
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| **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. |