

Title I, Part A Targeted Assistance Program Plans

Writing Guide and Templates
Including Plans for School Improvement

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Overview

Section I provides NCLB-mandated requirements for Title I Targeted Assistance Plans. These requirements are laid out in an easy-to-use format. Also included are guidance and suggestions for writing your Title I Program Plan. The Guide outlines each of the required elements and provides examples to clarify what your plan should include.

Section II contains templates to facilitate the writing of your Targeted Assistance plan. You do not need to use these templates if you have a planning process that works well for your school or your district.

Section III provides a checklist to assist you in reviewing your plan and assuring that all components have been addressed.

Section IV provides NCLB-mandated requirements for Title I Targeted Assistance schools on improvement. These requirements pertain **only** to schools on improvement.

Goal of Title I, Part A:

To assure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic standards and State academic assessments.

Your Title I Targeted Assistance Program Plan is a written document that provides a profile of your school, students, and teachers. It describes the actions that your staff plans to take to address identified student needs and provide them with the materials, instruction, and instructional time they need to meet the state's academic standards.

Your Title I plan does not "stand alone," but rather is a part of the overall planning processes in the school and district. Consolidated Applications, Targeted Assistance Plans, and Accreditation Plans have common themes:

- Reduction in fragmented planning and services
- Collaboration across programs and strategies
- Cohesive, whole school focus on student achievement results
- Intensive, sustained professional development
- Data driven decisions to close achievement gaps

Plans with a few clear and focused goals make the difference in student achievement. The goals should be based on data analysis conducted by school staff. Identified needs should be addressed through research-based instructional strategies that will accelerate learning. Budget expenditures should be directly correlated to program goals. Evaluation of program goals provides accountability. (Bernhardt, 2004).

The most effective strategies for getting to higher student achievement involve needs-based, integrated improvement planning.

Schmoker, 2006

Section I: Guide for Writing Your Title I Targeted Assistance Plan

General Plan Guidelines

1. Provide as much information as is necessary to clarify your needs, guide the work of your teachers, and allow you to evaluate your effectiveness.
2. As you develop your plan, create management systems that allow you to easily access data and other information that you will need to document growth, disaggregate results across subgroups, update your school profile, and look at longitudinal trends.
3. Begin your planning early enough that you can:
 - Involve teachers and parents.
 - Collect all the data you need to develop clear measurable goals.
 - Analyze the data and identify school strengths and challenges.
 - Develop an effective plan.
 - Create timelines for implementation.
 - Identify needed professional development.
 - Monitor the effectiveness of your plan and make changes as necessary.
4. Ensure that your Title I Targeted Assistance Plan is an extension of the classroom instructional program and a part of your overall school improvement process, not an isolated entity.
5. Make sure that the Title I Targeted Assistance Plan is a priority for all staff, not just another “must-do” in a long list of requirements.

Plan Requirements

1. Resources must be used to help eligible children meet the standards.
2. The Targeted Assistance plan must be part of the overall school improvement process.
3. Effective methods and instructional strategies that strengthen the core academic program of the school must be based on scientifically based research.
4. Primary consideration must be given to extended learning time (before or after school rather than within the regular school hours) that provides an accelerated curriculum and applied learning.
5. The program must coordinate with and support the regular education program and include transition from early childhood programs.
6. Instruction must be provided by staff meeting the definition of Highly Qualified Teacher.
7. Professional development must be tied to student achievement.
8. Strategies must be included to increase parental involvement and family literacy.
9. The plan must specifically coordinate and integrate Federal, State, and local services and programs outlined in the law itself.
10. The plan must be under ongoing review and specific revision to provide additional assistance as necessary to enable eligible students to meet State standards.

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Required Components

CDE has created similar templates for Targeted Assistance and Schoolwide plans (primarily to facilitate the transition from Targeted Assistance to Schoolwide programs.) This list indicates which components are optional and which are required for the Targeted Assistance Plan.

Component	Required	Optional
School Profile (Aligns with Accreditation Requirements)	X	
Mission Statement		X
Comprehensive Needs Assessment		X
Data analysis (Could focus only on lowest-achieving students and achievement gap)	X	
Identification of students eligible for Title I services	X	
Description of how Title I Plan is part of overall School Improvement process	X	
Implementation Plan or description of SBR instructional strategies	X	
Implementation Plan or description of extended learning time opportunities		
Description of coordination of how Title I coordinates with and supports the regular education program	X	
Description of how Title I supports transitions from early childhood programs to school	X	
Highly Qualified Certification	X	
Implementation Plan or description of professional development tied to student achievement	X	
Implementation Plan or description of strategies for parental involvement and family literacy	X	
Parent-School Compact	X	
Description of coordination and integration of Federal, State, and Local services and programs	X	
Monitoring plans for Implementation plans (SBR instructional strategies, extended learning, professional development, and parent involvement) or description of plan's ongoing review and specific revision	X	
Evaluation Plan*	X	
Program Budget Summary		X

Steps in Writing a Targeted Assistance Plan

Schools want all their students to succeed. In order to accomplish this goal, school staff needs to focus on specific goals and strategies for change. The Targeted Assistance planning process allows schools set goals for academic improvement and make decisions about how and when these goals will be achieved.

The Targeted Assistance Plan:

- Sets clear, school wide expectations
- Establishes specific instructional priorities
- Holds faculty to the highest standards in all their activities, including the setting teacher annual performance objectives
- Informs budget and staffing decisions
- Identifies specific strategies to effectively engage parents for the purpose of increasing student achievement

Steps in developing the Targeted Assistance Plan:

1. Complete the Cover Page and School Profile.
2. Address each of the ten requirements in the Targeted Assistance Plan Template.
 - Develop Implementation Plans or descriptions of strategies where appropriate.
 - Monitor effectiveness of the implementation of your plan (ongoing review and specific revision).
 - Evaluate how effectively of your Title I Program is enabling eligible students to meet State standards.

***The world needs dreamers and the world needs doers. But above all,
the world needs dreamers who do.***

~Sarah Ban Breathnach

Instructions for Completing the Plan

1. **Cover Page and School Profile**

Complete the Cover Page that provides School Contact Information. (page 30)

Complete the School Profile (pages. 31-33). This information will meet many of the state Accreditation requirements.

2. **Mission Statement (Optional):**

Provide your school's mission statement. Your one-or two-sentence mission statement captures your school's academic focus and the services that you offer to students and parents. Questions to be answered when addressing this component of the Plan:

- *What is your school's unique academic focus?*
- *Why would someone choose to send their children to your school?*

Mission Statement Examples

Up Academy offers high quality standards-based instruction in both English and Spanish. Graduates of UP Academy, whether their native language is English or Spanish, will possess academic fluency in both languages.

Encee Elbi Elementary School offers a strong academic program committed to ensure that each child is performing on grade level in reading and math no later than the end of the third grade. Every Encee Elbi student is provided with the tools to achieve high academic standards and is supported by an involved community and dedicated staff.

Theebest High School's instructional program promotes progress in all areas of academic achievement by establishing high expectations for all students and offering a strong AP program and an international curriculum through the IB program. The focus at THS is to prepare students to succeed in rigorous collegiate activity.

3. **Address each of the ten Targeted Assistance Plan Requirements (see p. 4).**

Detailed instructions for each of the ten plan requirements are included below.

Plan Requirement #1: Resources must be used to help eligible students meet standards.

Identification of eligible students, their academic needs, and what must be done to address those needs are based on data from a comprehensive needs assessment (NCLB Sec. 1115(c)(1)(A)).

Start with a comprehensive needs assessment (Optional)

A comprehensive needs assessment identifies the strengths and challenges of the school and guides what must be done to address the challenges. Reeves (2000) states that although needs assessments ask simple questions, they require complex answers:

- How well are individual students learning? (Needs Section of a plan)
- What works best to help students learn? How do we know? (Action Plan and Monitoring Sections of a plan)
- How well is the school performing? (Evaluation Section of a plan)

The answers to these questions, according to Reeves, lie in data that go beyond test scores. While academic test results are important, school personnel also must understand *why and how* their students got these results. A school staff's ability to answer these questions is directly related to how well they have identified what student needs are, how they plan to address these needs, what their indicators of success will be, and what they will do when the desired targets are reached – or, more importantly, what to do when they are not reached.

To assist you in compiling information for your Needs Assessment as well as meeting the Colorado Accreditation expectations, the Targeted Assistance Plan Template includes a School Profile that is consistent with accreditation reporting requirements. Your Title I Targeted Assistance Program Plan is based on the information in the School Profile as well as additional information that you collect.

Additional information may include:

- Demographic information on the community and the students
- Enrollment, mobility, and stability
- Numbers of migrant and homeless students
- Student, staff, and community surveys regarding perceptions of school climate and satisfaction
- Information on your curriculum and delivery programs
- School schedules and amount of time allocated for content areas
- Analyses of principal teacher, and parent leadership and decision making within the school

You can find a variety of needs assessment tools in Appendix A.

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Analyze your data: (You could focus on low-achieving students and achievement gaps)

Analyze the data gathered in your needs assessment in order to:

- Identify areas of focus for your plan and prioritize the actions you will take
- Develop objectives and strategies in the Targeted Assistance Plan
- Determine how you will monitor the progress of individual students and the overall effectiveness of your Title I program

Questions that will assist you with data analysis:

- What do the data tell you about your students' overall performance?
- Have you examined the root causes of low student performance and/or an achievement gap?
- What do the data tell you about specific groups of students?
 - ELL students?
 - Special education students?
 - Variations by racial/ ethnic groups or gender?
- Has your school made progress on closing the achievement gap in any groups?
- Based on the data, where does your school need to focus their instructional efforts?
- Have you examined the materials you use for core instruction to verify that they are meeting student needs and are the best that you can find?
- Have you examined the effectiveness of the materials that you are using for intervention?
- Have you identified gaps or weaknesses in the instructional practice of your staff that can be addressed through professional development?
- Have you examined the alignment of your curriculum to identify gaps?
- What do your data tell you about parent involvement in the school?
 - Classroom volunteers
 - Attendance at parent-teacher conferences
 - Participation on school committees

Prioritize the needs you have identified through data analysis

Your data analysis will reveal many needs. Consider each of the needs and determine which you will address through this plan. The Targeted Assistance Plan must include needs related to closing the achievement gap across all grades served by the school. Focus on those needs that you believe will have the greatest impact on student achievement.

Identify the "root causes" of your highest priority needs (Optional)

Determine the underlying causes for each of the priority areas you identified. A clear accurate understanding of the causes will help you select appropriate objectives and activities for your Implementation Plans. Questions that will assist you in identifying "root causes":

- What factors are causing your achievement gaps?
- What are the barriers to all students achieving a year's growth in a year's time?
- What are the barriers to non-proficient students achieving more than a year's growth in a year's time?
- Which of these barriers can you control?

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Place the highest-priority needs (not all your needs) from your Data Analysis on pages 35-36 of the Targeted Assistance Plan. Note that the page also asks you to list your strengths. Be as specific as possible, as this information on your school's strengths and challenges forms the foundation of your Targeted Assistance Plan. As you write your Implementation Plans, build from your strengths and address each of your high-priority needs.

Example:

Academic Achievement	
Strengths: 2010 3 rd grade Reading CSAP: Increase of 3% Proficient/Advanced (62% to 65%) MAPS end-of-year showed overall improvement in Reading (Grades 2-5) of 9% DIBELS End of Year Summary Data: K: Intensive 9 (11%) 1: Intensive 7 (10%) Strategic 25 (32%) Strategic 16 (23%) Benchmark 45 (57%) Benchmark 46 (67%)	Challenges: 2010 3 rd grade Reading CSAP: Decrease of 8% Proficient/Advanced for Hispanic students (49% to 41%) MAPS end-of-year data were flat for Hispanic students A significant achievement gap exists between our non-Hispanic and Hispanic students. Teachers are not proficient in using assessment data to design instruction. Curriculum is not well aligned from grade to grade.
Learning Environment/School Climate	
Strengths: Implemented PBS this year. Have seen a reduction in disciplinary referrals (35 per month to 10 per month) Teacher Satisfaction Survey shows 94% satisfaction with role and effectiveness of Teacher Leadership Team	Challenges: Insufficient time for teachers to meet and do instructional planning Poor coordination of Title and regular classroom program Teacher Satisfaction Survey indicates that some teachers (23%) are still having difficulty adjusting to expectations of new principal. Poor parent participation at conferences and on school committees
Effectiveness of Management and Leadership	
Strengths: Teacher Satisfaction Survey shows high agreement (89%) with principal's instructional leadership focus and role. Teachers use instructional time efficiently. Teachers were involved in development of school's vision and mission.	Challenges: The schedule does not provide for common planning time for grade levels. Some teachers have more influence in decisions than others. Plans are written but not implemented.

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Identify Eligible Students for Title I Services

Although you receive Title I funds based on Free and Reduced Count, you use multiple, educationally-related risk factors, not socio-economic status, as your criteria for eligibility.

Eligible children are children identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards.

- Children from Kindergarten through Grade 2 are selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.
- Children in grades 3 through 12 are selected on the basis of multiple, educationally-related, objective criteria established by the LEA and supplemented by the school

Since Targeted Assistance Programs do not serve all students in the school yet often have more eligible students than can be served, you must rank order and prioritize your students based on the academic risk factors in order to identify who will receive Title I services. The prioritized list allows you to look at the Title I resources you have available, identify who is most at-risk, and specify which students will receive services. You should re-rank your students at least three times a year. New students will enter and be added to your list and students who have met their Title I goals will be exited from your program.

You are asked to complete a chart indicating the number of students eligible for Title I services in your school and the number you actually serve. A chart is provided on page 36 of the Plan Template for your response.

Example:

Complete the chart below: (Place N/A in box if Not Applicable)

	2009-10	2010-11*
Number of eligible students	75	84
Number of students served	46	52

*Project this number if Plan is completed before exact figures are known.

Plan Requirement #2: The Targeted Assistance (TA) Plan must be part of the overall school improvement process. (NCLB Sec.1115(c)(1)(B))

Explain how your TA Plan is a part of your overall process for improving your school. On page 37 of the Plan Template, you are asked to describe:

- How you prioritize your needs and identify your goals
- How you establish high expectations for all learners
- How you involve teachers and parents of Title I-eligible students in your planning process (e.g., leadership teams, advisory councils)
- How you establish and maintain a positive learning environment

Your Targeted Assistance Program must be an extension of classroom instruction, not a stand-alone program, and should be an integral part of the school's plans for overall improvement.

A Text Box is provided on page 37 of the Plan Template for your response.

Example:

Describe how your Title I TA Plan is a part of the overall School Improvement Process

Our priority for improvement this year was implementation of PBS. We recognized that many teachers had classroom management issues and behavior in the halls, cafeteria, and playground was poor. We have made great progress this year. Our focus for 10-11 will be on higher expectations for student learning. Grade level teams will meet and will agree on common end-of year outcomes for students. At the present time, each teacher decides how much he/she will cover during the course of the year to meet the state standards and prepare kids for CSAP in grades 3-5. The Title focus on improving the instruction for at-risk students will broaden to all classroom teachers. The district is purchasing a new core program in reading. We will be examining supplemental and intensive reading programs for use with Title I students that will align better with classroom instruction than materials we have used in the past. We recognize the need to do more for our Hispanic and ELP students and will be examining ways to better meet their reading needs.

Plan Requirement #3: Effective methods and instructional strategies must be based on scientifically-based research that strengthens the core academic program of the school. (NCLB Sec.1115(c)(1)(C))

Questions to consider as you identify your instructional methods and strategies and develop your Action Plan to address student needs:

- Have you identified core and intervention materials that will address your students' needs?
- Does your schedule create time for students in need of additional instruction and support?
- Are teachers organized to collaborate and support one another and to assist in planning the most appropriate intervention?
- Are your most skillful teachers working with students most at risk?
- Have you aligned paraprofessionals and specialists to support at-risk students in the school?

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- Do you have clear procedures that allow you to determine when Tier 2 interventions (additional practice, time and/or instruction) would be appropriate?
- Do you have clear procedures that allow you to determine when students should be moved to Tier 3 to receive intensive interventions that will accelerate their achievement, bring them to grade level, and allow them to maintain their achievement?

Requirement #3 has two expectations:

1. Identify research-based methods and strategies that will strengthen the academic program for all students. These methods must provide:
 - Explicit instructional strategies.
 - Coordinated instructional sequences to ensure consistency across classrooms and grade levels.
 - Ample practice opportunities
 - Student materials that focus on key skills and are aligned with what is being tested
2. Develop effective intervention programs. Targeted Assistance programs must provide **additional** assistance beyond the classroom that is focused on remediation. This means that Title I students receive instruction in the classroom **and** in Title I classes. In other words, Title I classes cannot replace classroom instruction.

Targeted Assistance services must:

- Address specific identified academic needs identified through analysis of assessment data.
- Ensure that students' difficulties are identified on a timely basis. CDE recommends an initial screening in the fall and ongoing progress monitoring.
- Be initially delivered by highly qualified teachers and supported and/or reinforced by highly qualified paraprofessionals.
- Increase the amount and quality of learning time. This may occur through:
 - Small group or one-on-one instruction during the school day
 - An extended school year
 - Before- and after-school and summer programs
 - Using intensive intervention programs designed to accelerate learning
- Provide an enriched curriculum specifically designed to catch students up with their peers and allow them to perform on grade level.

If students are not reading on grade level by the end of third grade, there is only a one in four chance they will ever catch up.

~ National Reading Panel, 1998

In other words, if eight children in a third grade classroom are not reading on grade level by the end of the year, only two will ever be fluent readers.

The work of teachers in Title I schools is critical and urgent!

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Prepare your response to Requirement #3 by developing an Implementation Plan. An Implementation plan identifies:

- Objectives:** What you plan to accomplish
- Activities:** How you will do it
- Timeline:** The beginning and ending dates for each activity
- Resources:** The required budget to carry out your activities
- PD:** The training your staff will need in order to implement the activities

Write your objectives.

An objective is a specific and measurable statement what you want to accomplish. Objectives are measurable, are based on data that reflects how students at the school have performed in the past, and specify how you want them to perform in the future. Objectives should target specific groups of students. Your objectives should:

- Be clear, concise and specify exactly what you want to accomplish.
 - *Through the use of the xxx intensive intervention program, there will be a 25% increase in the number of 3rd, 4th, and 5th grade Title I students scoring proficient or advanced on Reading CSAP by June 2010.*
- Be measurable so that you know whether you have reached them.
 - *There will be a 25% increase...*
(Monitoring and evaluation of your objectives will be addressed in Requirement #10.)
- Be attainable.
 - Identify a goal that can actually be met. While it may be inspirational to state that 100% of the students will be proficient or advanced in reading on CSAP, that goal is probably not attainable - unless you are a very small school.
- Have a specific time frame.
 - *by June 2010...*

Focus on a small number of specific measurable objectives that:

- Indicate what you expect to accomplish as a result of your Title I program.
- Have the highest probability of allowing you accelerate the growth of at-risk students.

...the main problem in public education is not resistance to change but the presence of too many innovations mandated or adopted uncritically and superficially on an ad hoc fragmented basis.

~Fullan, 1993

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Develop an Implementation Plan that identifies what you plan to accomplish (your objective), which individuals in the school are responsible for the objective, the beginning and ending dates for each activity, your anticipated budget, and the professional development required if your teachers are to be effective. The purpose of the implementation plan is to lay out where you are going and how you plan to get there. A good analogy is vacation planning.

Vacation	Title I
Where can I afford to go?	What can we afford to do? (time, people, materials, programs)
How do I get there?	What strategies should we use?
How long can I stay?	How long should we work on this goal?
What will make this a great vacation?	How do I know if I'm making a difference?

A template is provided on page 38 for your Implementation Plan.

Example:

Implementation Plan for Scientific Research-Based Instructional Strategies				
Objectives There will be a 25% increase in the number of 3 rd , 4 th , and 5 th grade Title I students scoring proficient or advanced on Reading CSAP.				
Activities to Meet Objective (Identify specific practices)	Person Responsible	Timeline	Required Resources (Budget)	Professional Development Needed
1. Use the Best Results reading intervention program for 30 additional minutes a day with students in grades 3-5.	Title I teacher	9/10-5/11	Title I Teacher: \$52,000 Benefits: \$10,400	Training in Best Results Program - 2 days x \$1,000/day = \$2,000
2. Provide specific strategies for reinforcement in the classroom	Principal		Best Results Program Materials for 47 students @ \$20/student = \$9,700	In-class coaching for Title I teacher 1 x month for 9 months \$9,000
3. Title I and C/R teachers meet 2 X month to review progress in core reading program and adjust instruction	Classroom teachers			

You will monitor and evaluate the effectiveness of this plan using Templates found in Requirement #10.

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Plan Requirement #4: Primary consideration must be given to extended learning time rather than within the regular school hours. Instruction should be based on an accelerated curriculum and focus on applied learning. (NCLB Sec.1115(c)(1)(C))

The purpose of Requirement #4 is to provide extended learning time (additional instruction) to accelerate student academic growth and allow at-risk students to catch up with their grade level peers. Title I services to eligible students are not only to be in addition to those offered to all students in the regular classroom but also are to be offered before- and after-school and, if possible, during the summer

This requirement has two expectations:

- Outline the Extended Learning Opportunities for Acceleration that you will provide to your students.
- Develop an Implementation Plan that identifies your objectives, activities, persons responsible, time line, required resources, and professional development.

A Table is provided on page 39 of the Plan Template Extended Learning Opportunities Outline.

Example:

Extended Learning Opportunity	Group Size	Minutes per Day	Days per Week	Materials Used	Taught by
Small group in class	6	20	5	Core Reading Program	Title I Teacher
Small Group Pull-Out	4	25	3	Xxx Supplemental Reading Program	Title I Para
In-School Tutoring	2	30	2	xxx Intervention Reading Program	Title I Para; Trained Parent
Before School Tutoring	4	30	4	xxx Intervention Reading Program	Title I and Classroom Teacher
After School Tutoring	3	45	4	xxx Intervention Reading Program	Title I and Classroom Teacher
Summer School	15	180	5 for 5 wks	Intervention Materials/Core Program	Title I and Classroom Teacher
Other	1	30	2	Lexia Reading	Tech Para

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A Template is provided on page 40 for your Extended Learning for Acceleration Implementation Plan.

Example:

Implementation Plan for Extended Learning for Acceleration				
Objectives				
There will be a 15% increase in the number Hispanic Title I students scoring proficient or advanced on Reading CSAP in grades 3, 4, and 5				
Activities to Meet Objective (Identify specific practices)	Person Responsible	Timeline	Required Resources (Budget)	Professional Development Needed
Use the Best Results reading intervention program for 45 add'l minutes a day with identified Hispanic students in grades 3-5.	Title I teacher Title I para	9/10-5/11	Title I Para: \$15,000 Benefits: \$ 3,000	Training in Best Results Intensive Program 1 days X 2 staff X \$1,000/day = \$2,000
Provide homework packets with directions in Spanish	Principal	9/10-5/11	Best Results Intensive Reading Program -Materials for 16students @ \$25/student = \$4,000	
Provide quarterly parent training on working with students on reading skills at home	Title I teacher Title I para	10/10, 12/10, 2/11, 4/11	Materials \$1000 Refreshments \$400	

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Plan Requirement #5: The TA program must coordinate with and support the regular education program and include transition from early childhood programs. (NCLB Sec.1115(c)(1)(D))

Requirement #5 has two expectations.

1. Explain how you coordinate with and support the regular education program.
 - Identify how the Title I teacher(s) help coordinate the regular education programs in the school.
 - Explain how they coordinate their program with classroom teachers.
 - Describe how Title I teachers collaborate with classroom teachers to ensure that eligible students receive the support they need to meet state standards.
2. Explain how the Title I Program supports the transition from early childhood programs to the school.
 - Describe the early childhood programs in your school and/or district. (e.g., Even Start, Head Start, pre-schools)
 - Describe how the Title I program collaborates with school staff and with early childhood programs to assure a smooth transition to kindergarten.

Text Boxes are provided on page 41 of the Plan Template for your response.

Examples:

Explain how your Title I teachers and paraprofessionals collaborate with classroom teachers and support the classroom instructional program.

Our Title I teachers serve on the School Leadership Team and assist us identifying new instructional materials, determining our professional development offerings for teachers, making decisions about the school schedule, planning times, and addressing critical needs. They meet twice a month after school with each grade level team to discuss student progress and adjust the support they are providing.

Describe the collaboration that exists between your school and early childhood programs in your district. (Even Start, Head Start, Colorado Preschool Project, pre-schools)

We have two private pre-schools in our district. Each fall, our Title I and kindergarten teachers meet with the pre-school teachers in an effort to align the kindergarten and pre-school programs. This has not always gone well, as the preschools have a different philosophy than our kindergarten teachers. We also invite the preschool teachers to visit the kindergarten classrooms during the school year. In the spring, parents and children who will be attending our kindergarten are invited to an Open House. Registration information is provided and questions are answered.

Plan Requirement #6: Instruction must be provided by highly-qualified teachers. (NCLB Sec.1115(c)(1)(E))

In the School Profile, you were required to identify all teachers in your school who were on an Emergency or Initial Teaching Certificate. Since all Title I teachers and paraprofessionals paid through Title IA funds are required to be highly qualified, you need only to check next to the statement on page 42 of the Plan Templates.

☐ All core content teachers and Title I paraprofessionals in our school are highly qualified.

Plan Requirement #7: Professional development must be sustained, job-embedded, and tied to student achievement. (NCLB Sec.1115(c)(1)(F))

All professional development must be focused on meeting student academic achievement standards associated with your goal(s) to ensure quality services for all children/students. Your plan should identify what teachers and paraprofessionals need to know and be able to do proficiently to implement scientifically-research based methods and strategies you identified in Requirement #3.

NCLB's definition of professional development is that PD activities shall be "sustained, intensive, and classroom-focused" and "are not one-day or short-term workshops or conferences."

Effective professional development is:

- Directly focused on helping to achieve student learning goals and supporting student learning needs
- A collaborative endeavor, with teachers and administrators work together in planning and implementation
- School-based and job-embedded
- A long-term commitment
- Differentiated
- Tied to district goals

Questions to assist you in identifying Professional Development Activities:

- Have you provided adequate training in the use of new materials and strategies?
- Have you assessed teacher expertise in the use of existing programs to determine if retraining is needed?
- Does your plan include regularly-scheduled opportunities for collaboration with classroom teachers?
- Is your principal prepared to differentiate professional development for teachers?
- Will your professional development address the needs you identified in Requirement #1?

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Develop an Implementation Plan that identifies what you will do, how you will determine the effectiveness of your activities, which individuals in the school are responsible, and the beginning and ending dates for each activity.

A Template is provided on page 43 for your Implementation Plan

Example:

Implementation Plan for Professional Development				
Objectives There will be a 15% increase in the number of students proficient on Reading CSAP Grades 3-5 as a result of increased teacher skill in differentiating instruction and addressing identified reading needs.				
Activities to Meet Objective (Identify specific practices)	Person Responsible	Timeline	Required Resources (Budget)	Professional Development Needed
Provide two days of training for Title I teachers in grades 3-5 on differentiation of instruction with quarterly in-class follow-up by consultant	Principal Title I teachers	August 2010 with follow-up in 10/10; 12/10; 2/11, and 4/11	Training@ \$1500/day x 2 days x1 teacher and 1 paraprofessional = \$6,000	Differentiation Training and follow-up
Differentiation training for teachers provided by Title I teacher	Classroom teachers	10/10-11/10	Stipend to Title I teacher (paid by school) to train teachers 6 weeks @\$50/wk= \$300.00	Differentiation training for 15 teachers
Book study on Marzano's <i>Classroom Instruction That Works</i>	Classroom teachers of Title I students; Title I teachers	January, 2011	15 Marzano books (provided by school) @ \$30/book = \$450.00	Effective instructional strategies

You will monitor and evaluate the effectiveness of this plan using Templates found in Requirement #10.

Please note: Title I Schools on Improvement are required to provide professional development that addresses academic deficits and to allocate at least 10% of their Title I funds to professional development.

Plan Requirement #8: Strategies must be included to increase parental involvement and family literacy. (NCLB Sec.1115(c)(1)(G)) and 1118(b)(1))

Requirement #8 has three elements:

1. Identify effective strategies to increase parental involvement in your school.
2. Provide family literacy activities.
3. Develop a Parent-School Compact.

Increase Parent Involvement in Your School

CDE recognizes that parents are important partners in the education of children. Therefore, a goal of Title I is to support and foster parental involvement in the school and supporting their child's education at home to improve student academic achievement. Note that these suggestions for parental involvement go beyond fund raisers and family picnics.

- Assist Title I parents in understanding the Colorado content standards and State and local academic assessments.
- Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training.
- Educate teachers, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Coordinate and integrate parent involvement programs and activities with Head Start, public preschool and other programs.
- Send information related to school and parent programs, meetings, and other activities in a format and, to the extent practical, in a language the parents can understand.
- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- Train parents to enhance the involvement of other parents

Provide Family Literacy Activities

Family Literacy consists of services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family. Family Literacy includes:

- Interactive literacy activities between parents and their children
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
- Parent literacy training that leads to economic self-sufficiency
- An age-appropriate education to prepare children for success in school and life experiences

Adult Education and Family Literacy Resources can be found at
http://www.cde.state.co.us/index_adult.htm

Section I: Guide for Writing Your Title I Targeted Assistance Plan

Develop an implementation plan that identifies specific strategies to increase meaningful parent involvement in your school and improve family literacy. Make adjustments to the implementation plan as necessary throughout the year (NCLB Sec.1115(c)(1)(G)). Questions to assist you in developing strategies to increase parental involvement and family literacy:

- What are you doing to promote two-way communication with parents?
- Is homework designed to involve the family?
- Does your shared decision-making model include parents?
- Are parent workshops designed to support student and adult learning?
- Do parent volunteer opportunities go beyond the “in-class helper” model?

Your Implementation Plan should identify what you will do, how you will determine the effectiveness of your activities, which individuals in the school are responsible, and the beginning and ending dates for each activity. A Template is provided on page 44 for your Implementation Plan.

Example: Implementation Plan for Parental Involvement and Family Literacy

Objectives

There will be a 30% increase in parents attending each of the parent conference sessions.

There will be a 25% increase in the number of parents participating on the Parent Advisory Council.

Activities to Meet Objective (Identify specific practices)	Person Responsible	Timeline	Required Resources (Budget)	Professional Development Needed
Provide all home communications in English and Spanish.	Principal	8/10-6/11	Translator: \$200/mo X 10 months \$2,000	
Make a minimum of 3 personal calls to per teacher to parents prior to each Title I Parent meeting, as well as sending home written communication about the meetings.	Principal Secretary	9/10-5/11		
Hire a Title I eligible parent to serve as a .5 FTE home-school coordinator Make home visits Help plan and deliver parent classes Be available at parent-teacher conferences Help plan parent activities at school	Principal Title I Teacher	8/10-6/11	Salary: \$9,000 Benefits \$1,800	Title I State Conferences \$1,000

Section I: Guide for Writing Your Title I Targeted Assistance Plan

Develop a Title I Targeted Assistance Parent-School Compact

Each school receiving Title I funds must develop a written school-parent policy that is jointly developed with parents for all children participating in Title I, Part A activities, services, and programs. The compact, also jointly developed with parents, is part of the school's written parental involvement agreement (policy) and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards (*NCLB 1118 (b)(1)*).

Your Parent-School Compact should:

- Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.
- Describe when the parent-teacher conferences will be held.
- Describe when and how the school will provide reports to parents on their child's progress.
- Indicate when staff will be available for consultation with parents and the process for requested unscheduled consultation.
- Describe how parents may volunteer, participate, and observe classroom activities.

An Example of a Parent-School Compact can be found in Appendix B. It is not included here because of its length.

Your Parent-School Compact should be available for review upon request of the LEA, CDE staff, or parents.

Certify, by checking the box on page 44 of the Plan Templates, that you have a Parent-School Compact in place.

☐

A Parent-School Compact has been developed in collaboration with parents. The Compact is available for review upon request.

Plan Requirement #9: The plan must specifically coordinate and integrate Federal, State, and local services and programs outlined in the law itself. (NCLB Sec.1115(c)(1)(H))

This requirement addresses the coordination of school programs funded through various sources. You are asked to describe the collaboration and the types of agreements you form to strengthen your school's program.

A Text Box is provided on page 45 of the Plan for your response.

Example:

Identify the partnerships/collaborations you are facilitating and the activities you are integrating into your school program.

Collaborations/Partnerships: (e.g., Head Start, 21st Century):

We use 21st Century and Title I funds to offer extended learning opportunities to eligible students through an after-school program during which students are provided instruction that is an extension of their regular school day. Title I, Migrant, Indian Ed., Read to Achieve and District funds are used to provide summer opportunities for eligible students that extend beyond the district-funded Summer School.

Joint Trainings:

We have held joint Title I-Title III parent trainings for parents of LEP students and plan to continue them. The trainings address program requirements, but also ways that parents can assist their students with literacy activities.

Other Collaborative Activities:

None

Section I: Guide for Writing Your Title I Targeted Assistance Plan

Plan Requirement #10: The plan must be under ongoing review and specific revision to provide additional assistance to eligible students as necessary to enable them to meet state standards. (NCLB Sec.1115(c)(1)(H))

Requirement #10 has two elements:

1. Identify how you will monitor the progress of your Implementation Plans to ensure that you are making progress toward meeting your objectives. You may have up to four Implementation Plans;
 - Scientific Research-Based Instructional Strategies
 - Extended learning for Accelerated Growth
 - Professional Development
 - Meaningful Parent Involvement and Family Literacy
 - Develop a Monitoring Plan for each of these Implementation Plans.
2. Identify how you will evaluate the overall effectiveness of your Title I Targeted Assistance Plan.
 - Develop an Evaluation Plan for your Title I Program.

Monitoring Plans

Doug Reeves statement below is obvious to anyone who thinks about it. It is what we do with the plan we write that makes the difference, not the plan itself. We've all planned vacations and then not taken them for one reason or another. All the time we invested (and sometimes the money) is lost. We've also all been members of committees that have written plans and had nothing happen – and wondered why we did all that work. Your Title I Plan therefore, should be reviewed and revised regularly to ensure that it is a guide for your work.

The Monitoring Section of the Title I Plan allows you to determine on **an ongoing basis** whether your strategies you identified are making the difference you anticipated.

Meeting planning documents requirements (in other words, writing the plan) is not as important as the monitoring, implementation, and execution of the plan.

~ Reeves, 2006

Section I: Guide for Writing Your
Title I Targeted Assistance Plan

Example of a Monitoring Plan:

Monitoring Plan for Scientific Research-Based Instructional Strategies											
Strategies	How Monitored?	Frequency (How often?)	Check months in which monitoring will occur								
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Review of plan by Title I, principal, and teacher leaders to make adjustments	Student data Teacher reports	Quarterly			X			X			X
Review of xxx intervention program effectiveness	Student progress-monitoring data	2 times a Month	X	X	X	X	X	X	X	X	X
Effectiveness of classroom reinforcement strategies	Student data; Teacher Reports; Parent reports	Semester					X				X

Create a Monitoring Plan for each of the strategies you identified in your Implementation Plans. You will find Monitoring Plans for each of the four Implementation Plans on pages 46-49 of the Targeted Assistance Plan. You are asked to indicate:

- How you will monitor each strategy.
- How frequently you will monitor each strategy.
- Mark the months in which the monitoring will occur.

Evaluation Plans

An Evaluation Plan that allows you to summarize your accomplishments at the end of the year and determine the effectiveness of your program and its impact on student achievement. Unlike the Monitoring Plan, which provides information on a formative (ongoing) basis, the Evaluation Plan looks at data from the entire year and indicates which areas need to be revised for the upcoming year. Your Plan Review Team should consist of Title I, classroom, and special teachers, parents, and administrators.

Section I: Guide for Writing Your
Title I Targeted Assistance Plan

A Text Box is provided on page 50 for your Evaluation Plan.

Example:

Evaluation Plan		
Date of Plan Review: May 12, 2010		
Review Team (List Team Members) Mrs. Ima Principal, Ella Kinder, Lika Kids, Redi Retyre, Encee Elbi, Missy Titel		
Area of Focus	Achievements (Support with Data, Surveys, Other Information)	Next Steps/Revisions
Instructional Strategies Through the use of the Best Results intensive intervention program, there will be a 25% increase in the number of 3 rd , 4 th , and 5 th grade Title I students scoring proficient or advanced on Reading CSAP by June 2010	Grade 3 Reading CSAP Data: 5/2009: 5/2010: U: 14% U: 8% PP: 30% PP: 28% P: 54% P: 61% A: 2% A: 3% DIBELS meeting Benchmark: 5/2009: 5/2010: K PSF: 95% 96% 1 ORF 77% 82% 2 ORF 68% 71% 3 ORF 69% 70% 4 ORF 56% 62% 5 ORF 58% 60%	Because CSAP results for 4 and 5 are not available, we cannot determine whether the goal has been met. However, DIBELS data for 4 th and 5 th as well as teacher reports indicate that the intervention program was not as effective as planned. Changes for 2010-11: - Smaller group (maximum 3) for most intensive students Increase intervention time to 45 minutes

Section I: Guide for Writing Your
Title I Targeted Assistance Plan

Title I Targeted Assistance Program Budget

Program Budget Summary Optional

This Section asks you to examine all the fiscal resources available to support services for Title I-eligible students – those students in your school who are most at risk of failure. Consider not only your Title I-A dollars, but also those available through other federal Title programs, your General Fund allocation, your school resource allocation, and other funds. This section of the plan will assist your district in preparing the Consolidated Application. More importantly, the Program Budget Summary provides a snapshot of all the resources available to ensure that students achieve state standards.

The Budget Summary Template can be found on page 51 of the Plan.

Example:

Title I-A Budget Summary for the 10-11 School Year

Budget Areas	Funding Sources					
	Title I-A Funds	Other Title Funds (e.g., II, III)	LEA General Funds	Local School Funds	Private Funds	Other
Licensed Salaries and Benefits	\$62,400			\$300		
Classified Salaries and Benefits	\$16,500					
Purchased/Contracted Services	\$4000					
Supplies/Materials	\$3000		\$4,000	\$450	\$1500	
Capital Outlay (Equipment)						
School Level Assessment/Evaluation						
Technology	\$1500					\$8000 (Parent Fundraiser)
Professional Development	\$10,900	Title II: \$5000				

Section I: Guide for Writing Your
Title I Targeted Assistance Plan

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- Reeves, D.B. (2006). *The Learning Leader*. Alexandria, VA, CO: Association for Supervision and Curriculum Development.
- Report of the National Reading Panel. (2000). Washington, D.C.: National Institutes of Health.
- Schmoker, Mike. (2001) *The Results Fieldbook*. Alexandria, VA, CO: Association for Supervision and Curriculum Development.

Web Resources

www.ed.gov/programs/TitleIparta/

<http://www.fapeonline.org/nea-teacher-quality-a-better-beginning-helping-new-teachers-survive.htm>

National Education Association. Teacher Quality: A Better Beginning, Helping new teachers survive. 2009.

<http://www.quoteagarden.com/goals.html>

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Heart, Donna Scharf

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Section II: Title I, Part A Targeted Assistance Plan Templates

Cover Page

School _____ District _____

Persons Involved in Plan Development: _____

Contact Person: _____

Telephone _____ Email: _____

- I. Complete the School Profile Information (Pages 31-33)
- II. Address each of the ten Plan Requirements. (Pages 35-50)
- III. Complete the Budget Summary Page (Page 51)
- IV. Check off all items on the Checklist (Review of all required components.) (Page 52-54)

School Profile

The data you place in your School Profile becomes the basis of your school's Accreditation Report as well as your Targeted Assistance Plan Needs Assessment.

Assessment Data

CSAP Data

- **Third Grade CSAP- Reading** (Insert information from the Colorado School and District profiles <http://www.cde.state.co.us/districtprofiles.asp>)
If your district is too small to report any information at each grade, you can aggregate at the grade span
- **Third Grade CSAP- Math** (Insert information from the Colorado School and District profiles <http://www.cde.state.co.us/districtprofiles.asp>) ??
If your district is too small to report any information at each grade, you can aggregate at the grade span.

Growth Data

- Insert the **current year** School Diagnostic Growth Summary from <http://www.cde.state.co.us/districtprofiles.asp> (Linked by CDE in the Colorado School and District Profiles)
- Insert the **previous year** School Diagnostic Growth Summary from: <http://www.cde.state.co.us/districtprofiles.asp> (Linked by CDE in the Colorado School and District Profiles)

Accountability Data

Adequate Yearly Progress (AYP) Data

- Insert the **previous year** School Diagnostic Growth Summary from: <http://www.cde.state.co.us/districtprofiles.asp> (Linked by CDE in the Colorado School and District Profiles)
- If applicable, provide any other AYP Indicators that are relevant for your school. (Safe Harbor?)

School Improvement Status

- Place a check in the box that indicates your School Improvement status.

Improvement Levels	Status
Not on Improvement	
School Improvement- Year 1	
School Improvement- Year 2	
Corrective Action	
Restructuring- Planning	
Restructuring- Implementation	

Title I-A TA Plan School Profile

Accreditation Status

- Place a check in the box that indicates your school's Accreditation status.

Accreditation Category	Statuses
Accredited	
Accredited-Notice with Support	
Accredited-Probation	
Non-Accredited	

Teacher Quality Data

Teacher data are available in the Colorado School and District Profiles

<http://www.cde.state.co.us/districtprofiles.asp>

Professional Qualifications of Teachers

Professional Qualification	Percent of Teachers
Bachelors Degree	
Masters Degree	
Ph.D.	

Licenses

License	Percent of Teachers	Percent of Classes in School Taught
Emergency		
Initial		

School Attendance Rates, Number of Suspended/Expelled Students

	Attendance Rate	Number of Expelled/ Suspended Students
2010		
2009		

Title I-A TA Plan School Profile

Post-Secondary Readiness (if applicable)

ACT and graduation rate data are available in Colorado School and District Profiles

<http://www.cde.state.co.us/districtprofiles.asp>

	Graduation Rates	Drop-Out Rates	ACT Results	Post-Secondary Options		Advanced Placement	
				# of Students	% of Students	# of Students	% of Students
2010							
2009							

Mission Statement (Optional)

Place your school's mission statement in the text box.

--

**A mission statement is a reference point – a reminder of the reasons
your school exists**

Title I-A TA Plan: Requirement #1

Requirement #1

Resources must be used to help eligible students meet standards. Identification of eligible students, their academic needs, and what must be done to address those needs is based on data from a comprehensive needs assessment. (NCLB Sec. 1115(c)(1)(A))

An effective school plan is based on an analysis of a comprehensive set of data that identifies what the school is doing well and where it needs to improve. In the boxes below, summarize your school's strengths and challenges from the State's Comprehensive Needs Assessment. If you have not participated in a Comprehensive Needs Assessment (School Support Team Visit), you can use student test data, parent, staff and student (If appropriate) questionnaires, and surveys such as those found in Appendix B. BE AS SPECIFIC AS POSSIBLE.

Summary of Strengths and High Priority Challenges	
Academic Achievement	
Strengths:	Challenges:

Summary of Strengths and High Priority Challenges	
Learning Environment/School Climate	
Strengths:	Challenges:

Title I-A TA Plan: Requirement #1

Summary of Strengths and High Priority Challenges	
Effectiveness of Management and Leadership	
Strengths:	Challenges:

Targeted Assistance Program Eligibility (NCLB Sec. 1115(a)(b)(1))

Targeted Assistance funds can be used only for those students whom you identify as having the greatest academic needs in the areas of reading and math. In order to assure that you are serving the neediest students, you must rank order all students and prioritize that list. Your goal is to assure that those students who are the furthest from proficiency receive additional support.

Using multiple, educationally-related risk factors, not socio-economic status, as your criteria for eligibility, rank order and prioritize your students based on academic risk factors in order to identify who will receive Title I services.

- Children from Kindergarten through Grade 2 are selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.
- Children in grades 3 through 12 are selected on the basis of multiple, educationally-related, objective criteria established by the LEA and supplemented by the school

Complete the chart below: (Place N/A in box if Not Applicable)

	2009-10	2010-11*
Number of eligible students		
Number of students served		

*Project this number if Plan is completed before figures are known.

Title I-A TA Plan: Requirement #2

Requirement #2

The Targeted Assistance (TA) Plan must be part of the overall school improvement process. (NCLB Sec. 1115(c)(1)(B))

Explain how your TA Plan is a part of your overall process for improving your school. In the box below, Describe:

- How you prioritize your needs and identify your goals
- How you establish high expectations for all learners
- How you involve teachers and parents of Title I-eligible students in your planning process (e.g., leadership teams, advisory councils)
- How you establish and maintain a positive learning environment

Describe how your Title I TA Plan is a part of the overall school improvement process.

Title I-A TA Plan: Requirement #3

Requirement #3

Effective methods and instructional strategies must be based on scientifically-based research that strengthens the core academic program of the school. (NCLB Sec.1115(c)(1)(C))

1. Identify a comprehensive instructional program that will meet the needs of the majority of your students and has:
 - Explicit instructional strategies.
 - Coordinated instructional sequences to ensure consistency across classrooms and grade levels.
 - Ample practice opportunities
 - Student materials that focus on key skills and are aligned with what is being tested
2. Provide additional instruction that addresses the student academic needs you identified in Requirement #1.

Implementation Plan for Scientific Research-Based Instructional Strategies				
Objectives				
Activities to Meet Objective (Identify specific practices)	Person Responsible	Timeline	Required Resources (Budget)	Professional Development Needed

Use additional pages as necessary.

Title I-A TA Plan: Requirement #4

Requirement #4

Plan Requirement #4: Primary consideration must be given to extended learning time rather than within the regular school hours. Instruction should be based on an accelerated curriculum and focus on applied learning. (NCLB Sec.1115(c)(1)(C))

Title I services to eligible students must be designed to accelerate learning and allow at-risk students to catch up with their grade level peers. To minimize the time that students are pulled from the classroom, schools are urged to consider extended school year, before- and after-school, and summer program opportunities. This requirement has two expectations:

- Outline the Extended Learning Opportunities for Acceleration that you will provide to your students.
- Develop an Implementation Plan that identifies your objectives, activities, persons responsible, timeline, required resources, and professional development.

Outline of Extended Learning for Acceleration Opportunities

Extended Learning Opportunity	Group Size	Minutes per Day	Days per Week	Materials Used	Taught by
Small group in class					
Small Group Pull-Out					
In-School Tutoring					
Before School Tutoring					
After School Tutoring					
Summer School					

Title I-A TA Plan: Requirement #4

Develop an implementation plan that addresses the needs you identified in Requirement #1 and details how you will provide extended learning opportunities for acceleration.

Implementation Plan for Extended Learning for Acceleration				
Objectives				
Activities to Meet Objective (Identify specific practices)	Person Responsible	Timeline	Required Resources (Budget)	Professional Development Needed

Use additional pages as necessary

Title I-A TA Plan: Requirement #5

Requirement #5:

The TA program must coordinate with and support the regular education program and include transition from early childhood programs. (NCLB Sec.1115(c)(1)(D))

Effective supplemental intervention programs are those that coordinate with and support the regular classroom program.

Explain how your Title I teachers and paraprofessionals collaborate with classroom teachers and support the classroom instructional program.

You are expected to collaborate with and ensure a smooth transition of students from early childhood programs to your school.

Describe the collaboration that exists between your school and early childhood programs in your district. (e.g., Even Start, Head Start, Colorado Preschool Project, pre-schools)

Title I-A TA Plan: Requirement #7

Requirement #6

Instruction must be provided by highly-qualified teachers. (NCLB Sec.1115(c)(1)(E))

All core content teachers and Title I paraprofessionals are required to be highly qualified. Check next to the statement.

☐ All core content teachers and Title I paraprofessionals in our school are highly qualified

Title I-A TA Plan: Requirement #7

Requirement #7

Professional development must be sustained, job-embedded, and tied to student achievement. (NCLB Sec.1115(c)(1)(F))

Develop an implementation plan that addresses the needs you identified in Requirement #1. Identify what teachers and paraprofessionals need to know and be able to do to proficiently implement identified strategies with students. The NCLB definition of professional development is that PD activities shall be "sustained, intensive, and classroom-focused" and "are not one-day or short-term workshops or conferences."

Implementation Plan for Professional Development				
Objectives				
Activities to Meet Objective (Identify specific practices)	Person Responsible	Timeline	Required Resources (Budget)	Professional Development Needed

Use additional pages as necessary

Please note: Title I Schools on Improvement are required to provide professional development that addresses academic deficits and to allocate at least 10% of their Title I funds to professional development.

Title I-A TA Plan: Requirement #8

Requirement #8

Strategies must be included to increase parental involvement and family literacy. (NCLB Sec.1115(c)(1)(G))

Develop an implementation plan that addresses the needs you identified in Requirement #1 and details specific strategies to increase meaningful parent involvement in your school and improve family literacy. Make adjustments to the implementation plan as necessary throughout the year. (NCLB Sec.1115(c)(1)(G))

Implementation Plan for Parental Involvement and Family Literacy				
Objectives				
Activities to Meet Objective (Identify specific practices)	Person Responsible	Timeline	Required Resources (Budget)	Professional Development Needed

Use additional pages as necessary

Parent School Compact Certification

Certify that you have developed, in collaboration with parents, a Parent-School Compact as required in NCLB Section 1118(b)(1) by checking the box below.

☐

A Parent-School Compact has been developed in collaboration with parents. The Compact is available for review upon request.

Title I-A TA Plan: Requirement #9

Requirement #9

Plan Requirement #9: The plan must specifically coordinate and integrate Federal, State, and local services and programs outlined in the law itself. (NCLB Sec.1115(c)(1)(H))

This requirement addresses the collaboration and the types of agreements you form to strengthen your school's program. Address joint/collaborative programs and trainings. Also include other reform strategies underway within the building, including both federal and state grant programs.

Identify the partnerships/collaborations you are facilitating and the activities you are integrating into your school program.

Collaborations/Partnerships: (e.g., Head Start, 21st Century):

Joint Trainings:

Other Collaborative Activities:

Title I-A TA Plan: Requirement #10 (Monitoring)

Requirement #10

The plan must be under ongoing review and specific revision to provide additional assistance to eligible students as necessary to enable them to meet state standards. (NCLB Sec.1115(c)(1)(H))

This requirement has two parts: 1) progress monitoring and 2) evaluation.

Requirement #10 – Part 1: Progress Monitoring

Create a monitoring plan for each of your four Implementation Plans: 1) Scientific Research-Based Instructional Strategies, 2) Extended Learning Opportunities for Acceleration; 3) Professional Development; and 4) Parent Involvement and Family Literacy.

Using the instructional strategies you identified in Requirement #3, create a monitoring plan that tells you whether your strategies are addressing student academic issues and moving students toward proficiency. Review the plan and make revisions as necessary throughout the year.

Monitoring Plan for Scientific Research-Based Instructional Strategies											
Strategies	How Monitored?	Frequency (How often?)	Check months in which monitoring will occur								
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Strategy:											
Strategy:											
Strategy:											

Use additional pages as necessary.

Title I-A TA Plan: Requirement #10 (Monitoring)

Using the instructional strategies you identified in Requirement #4, create a monitoring plan that tells you whether your strategies are accelerating student progress and allowing at-risk students to catch up with their grade level peers. Review the plan and make revisions as necessary throughout the year.

Monitoring Plan for Extended Learning Opportunities for Acceleration											
Strategies	How Monitored?	Frequency (How often?)	Check months in which monitoring will occur								
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Strategy:											
Strategy:											
Strategy:											

Use additional pages as necessary.

Title I-A TA Plan: Requirement #10 (Monitoring)

Using the strategies you identified in Requirement #7, create a monitoring plan that tells you whether the professional development opportunities you are providing to teachers are making the differences in student achievement that you are seeking. Review the plan and make revisions as necessary throughout the year.

Monitoring Plan for Professional Development											
Strategies	How Monitored?	Frequency (How often?)	Check months in which monitoring will occur								
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Strategy:											
Strategy:											
Strategy:											

Use additional pages as necessary.

Title I-A TA Plan: Requirement #10 (Monitoring)

Using the parental involvement and family literacy strategies you identified in Requirement #8, create a monitoring plan that tells you whether your strategies are developing meaningful parental involvement and family literacy. Review the plan and make revisions as necessary throughout the year.

Monitoring Plan for Parental Involvement and Family Literacy											
Strategies	How Monitored?	Frequency (How often?)	Check months in which monitoring will occur								
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Strategy:											
Strategy:											
Strategy:											

Use additional pages as necessary.

Title I-A TA Plan: Requirement #10 (Evaluation)

Requirement #10 – Part 2: Evaluation

Develop an Evaluation Plan that allows you to summarize your accomplishments at the end of the year and determine the effectiveness of your program and its impact on student achievement. Unlike the Monitoring Plan, which provides information on a formative (ongoing) basis, the Evaluation Plan looks at data from the entire year and indicates which areas need to be revised for the upcoming year. Your Plan Review Team should consist of Title I, special, and classroom teachers, parents, and administrators.

Evaluation Plan		
Date of Plan Review:		
Review Team (<i>List Team Members</i>)		
Area of Focus	Achievements (Support with Data, Surveys, Other Information)	Next Steps/Revisions
Instructional Strategies		
Professional Development Opportunities		
Parental Involvement and Family Literacy		

Add additional pages as necessary

Title I-A TA Plan: Budget Summary

Budget Summary

Budget Areas	Funding Sources					
	Title I-A Funds	Other Title Funds (e.g., II, III)	LEA General Funds	Local School Funds	Private Funds	Other
Licensed Salaries and Benefits						
Classified Salaries and Benefits						
Purchased/Contracted Services						
Supplies/Materials						
Capital Outlay (Equipment)						
School Level Assessment/Evaluation						
Technology						
Professional Development						

Section III Targeted Assistance Program Plan Checklists

The checklist reflects the required elements for all Title I Targeted Assistance Program plans as described in NCLB Sections 1115 and 1118. When you have checked off each completed element, your Plan is finished!

General Considerations

- ☐ The plan demonstrates that Federal funds used to supplement non-Federal funds
- ☐ School Profile information is complete.
- ☐ The school mission statement is provided.

Required Components of a Targeted Assistance Plan

1. Resources must be used to help eligible children meet the standards.

1.1 Data have been gathered for a Comprehensive Needs Assessment

- ☐ A broad range of data (such as academic achievement, CSAP data and trends; number of migrant and homeless students; school climate surveys; parent perceptions of the school; discipline referrals; attendance patterns; etc.) are examined.

1.2 Data have been analyzed, needs prioritized, and Strengths and Challenges placed on Summary Charts. (pages 35-36)

- ☐ Focus in analysis is upon factors that impact student achievement.
- ☐ Strengths are identified as well as challenges.

1.3 Students eligible for Title I Services are identified.

- ☐ Chart of Eligible Students (page 36) is completed.

2. The Targeted Assistance Plan must be part of the overall school improvement process.

- ☐ Plan describes how the Targeted Assistance Plan is part of the overall process for improving the school. (page 37)

3. Effective methods and instructional strategies must be based on scientifically-based research that strengthens the core academic program of the school.

- ☐ The reform strategies address the needs of all students to allow them to meet the state's proficient and advanced achievement levels.
- ☐ The plan specifically addresses the needs of under-achieving children.
- ☐ Identified methods and instructional strategies are designed to strengthen the core academic programs.
- ☐ Identified methods are research-based and have explicit instructional strategies, coordinated instructional sequences, provide ample practice opportunities, and align with what is being tested.
- ☐ Effective intervention programs have been developed.
- ☐ An Implementation Plan has been developed. (page 38)

Title I-A TA Plan: Checklists

4. Primary Consideration must be given to extended learning time rather than within regular school hours. Instruction should be based on an accelerated curriculum and focus on applied learning.

- ☐ The plan demonstrates how the methods and instructional strategies increase the amount and quality of learning.
- ☐ The plan demonstrates how the methods and instructional strategies provide an accelerated curriculum.
- ☐ The plan clearly indicates how under-achieving students identified through the Comprehensive Needs Assessment will be served.
- ☐ Extended learning opportunities for acceleration are charted in the plan. (page 39)
- ☐ An Extended Learning for Acceleration Implementation Plan has been developed. (page 40)
- ☐ (If applicable) The plan includes strategies to support the needs of all students at the secondary level, especially low-achieving students and includes college and career awareness, personal finance education, and the integration of vocation and technical education programs.

5. The Targeted Assistance Program must coordinate with and support the regular education program and include transition from early childhood programs.

- ☐ The plan describes how the Title I program coordinates with the regular education program.
- ☐ A description is provided of how the Targeted Assistance Program facilitates the transition from early childhood programs (i.e., Head Start, preschools) to kindergarten.(page 41)

6. Instruction must be provided by highly-qualified teachers.

- ☐ Assurance is provided that all Title I teachers and paraprofessionals are highly qualified.

7. Professional development must be sustained, job-embedded, and tied to student achievement.

- ☐ On-going professional development that is based on needs assessment and student needs is described.
- ☐ An implementation Plan for ongoing professional development based on identified student and staff needs has been developed. (page 43)
- ☐ Professional development is sustained, job-embedded, and linked to student achievement.

8. Strategies must be included to increase parental involvement and family literacy.

- ☐ There is description of efforts to involve parents in the planning, review and improvement of the Targeted Assistance program.
- ☐ An Implementation Plan for parental involvement and family literacy has been developed. (page 44)
- ☐ Certification is provided that a Parent-School Compact is in place and available for review.

9. The plan must specifically coordinate and integrate Federal, State, and local services and programs outlined in the law itself.

- ☐ The plan describes how programs funded through a variety of sources are coordinated and integrated into the Title I Program.
- ☐ The plan identifies partnerships that have been formed to address the needs of students. (page 45)

Title I-A TA Plan: Checklists

10. The plan must be under ongoing review and specific revision to provide additional assistance to eligible students as necessary to enable them to meet the standards.

- ☐ The plan includes a process for monitoring student progress to ensure that their needs are being met. (pages 46-49)
- ☐ The plan provides a process for evaluating the overall effectiveness of the Title I program.(page 50)

The plan includes a Budget Summary.

- ☐ The Budget Summary indicates funding sources for all areas of the Title I budget. (page 51)

Section IV: Title I Targeted Assistance School Improvement Plan Requirements and Templates

Note: This section is only for those schools identified for School Improvement.

NCLB/Title I School Improvement Continuum Chart

Year	Status	Required Interventions for Schools
Year 1	Early Warning: Did not make AYP for one year	None
Year 2	Year One School Improvement: Did not make AYP for two years in same content area	Parent notification, public school choice, (may offer supplemental services instead of choice), school improvement plan, technical assistance from district
Year	Year Two School Improvement: Did not make AYP for three years in same content area	Parent notification, public school choice, supplemental educational services, school improvement plan, technical assistance from district
Year 4	Corrective Action: Did not make AYP for four years in same content area	Parent notification, public school choice, supplemental educational services, school improvement plan, technical assistance from district and state
Year 5	School Restructuring Planning: Did not make AYP for five years in same content area	Parent notification, public school choice, supplemental educational services, school improvement plan, technical assistance from district and state, development of restructuring plan
Year 6	School Restructuring Implementation: Did not make AYP for six years in same content area	Parent notification, public school choice, supplemental educational services, school improvement plan, technical assistance from district and state, implementation of restructuring plan

Section IV: Title I-A TA School Improvement Plan Requirements and Templates

School Improvement and School Choice

Any elementary school or secondary school served through Title I that fails to make adequate yearly progress for two consecutive years will be identified for School Improvement. Schools on improvement must:

- Notify all parents of the school's improvement status. (Requirement #6)
- Provide all students enrolled in the school with the option to transfer to another public school within the district that has not been identified for school improvement. Priority for transfer must be given to the lowest-achieving students from low-income families. (NCLB Section 1116 (b)(1)(E)(1) and (ii)).

Certify below that these requirements have been met.

We certify that:

- ☐ All parents have been notified of the school's improvement
- ☐ No later than the first day of school, the LEA has provided students in our School Improvement school the option to transfer to transfer to another public school within the district that has not been identified for school improvement.
- ☐ Priority for transfer has been given to the lowest-achieving students from low-income families

Title I Targeted Assistance School Improvement Plans

Any elementary school or secondary school served through Title I that fails to make adequate yearly progress for two consecutive years will be identified for School Improvement. (NCLB Section 1116) Not later than **three months** after being so identified, each school so identified must develop a two-year School Improvement Plan.

The purpose of the School Improvement Plan is to improve the quality of teaching and learning in the school so that a greater number of students will achieve proficiency in reading and math. The Plan must:

- Address core academic subjects
- Provide for extended learning time
- Contain measurable objectives
- Be designed around research-based instructional strategies
- Provide for sustained coaching and include a teacher mentoring program;
- Contain activities for meaningful parent involvement
- Provide for technical assistance from the district and, if appropriate, CDE

As the Plan is developed, the school **must** engage in meaningful consultation with:

- School staff
- Parents
- District personnel
- Outside experts

The Plan is to be implemented immediately after approval by the LEA..

Section IV: Title I-A TA School Improvement Plan Requirements and Templates

Title I School Improvement Plan Requirements

1. Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school.
2. Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students who did not make AYP will be proficient on CSAP.
3. Provide an assurance that the school will spend not less than 10 percent of available Title I funds for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development.
4. Specify how the School Improvement Set-Aside Funds will be used to remove the school from school improvement status.
5. Establish specific annual, measurable objectives for continuous and substantial progress by each group of students that did not make AYP.
6. Describe how the school will provide written notice, in a format and, to the extent practicable, in a language that the parents can understand, to parents of each student who did not make AYP.
7. Specify the responsibilities of the school, the LEA, and CDE, including the technical assistance to be provided by the LEA.
8. Include strategies to promote effective parental involvement in the school.
9. Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.
10. Incorporate a teacher mentoring program.

Section IV: Title I-A TA School Improvement Plan Requirements and Templates

Year One of School Improvement Status (Year 2 of not making AYP in the same content area)

School Improvement Requirement #1

Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school. (NCLB Sec 1116 (3)(a)(i))

Update your existing plan to address the specific academic issues that caused the school to be identified for school improvement. Indicate in the text box below the specific areas in which your plan has been updated. Use additional space as necessary,

School Improvement Requirement #2

Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students who did not make AYP will be proficient on CSAP. (NCLB Sec 1116 (3)(a)(ii))

Questions to assist you in addressing this requirement:

- Have you participated in a CDE School Support Team Review? If so, what did the results of the Review tell you about areas of need?
- Is your core curriculum aligned with the Colorado standards?
- Is your core curriculum articulated from grade to grade?
- Are core program assessments frequent, rigorous, and aligned to standards?
- Is instruction in core subjects designed to promote mastery of standards?
- Do teachers hold high expectations for all students?
- Are additional services provided to address individual learning needs and close learning gaps?
- Is core program instructional time protected from interruptions?
- Does the daily schedule allow time for teacher collaboration?

Section IV: Title I-A TA School Improvement Plan Requirements and Templates

Indicate in the text box below the changes you plan to make in your school's policies and practices concerning the school's core academic subjects to increase the likelihood that all groups of students who did not make AYP will be proficient on CSAP. Use additional space as necessary.

School Improvement Requirement #3

Provide an assurance that the school will spend not less than 10 percent of available Title I funds for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that:

- directly addresses the academic achievement problem that caused the school to be identified for school improvement;
- meets the requirements for high-quality professional development activities, and
- is provided in a manner that affords increased opportunity for participating in that professional development. (*NCLB Sec 1116 (3)(a)(iii)*)

Check the assurance statement below. The LEA Consolidated Application must show this 10% Set-Aside.

- ☐ Our school will spend not less than 10% of available Title I funds per year to support high quality professional development, as long as we remain on school improvement status.

Section IV: Title I-A TA School Improvement Plan Requirements and Templates

School Improvement Requirement #4

Specify how the School Improvement Set-Aside Funds will be used to remove the school from school improvement status. (*NCLB Sec 1116 (3)(a)(iv)*)

Complete the Action Plans below to indicate how you will use your School Improvement Set-Aside Funds to ensure that all students make AYP and you no longer continue on School Improvement status. You need only to complete the Action Plan for the areas (Reading and/or Math) which caused you to be on school improvement.

Action Plan for Reading				
Specific Academic Areas within Reading (e.g., comprehension, word analysis) and Subgroups (e.g., Special Education, LEP) to be addressed (based on analysis of AYP Report and School Student Performance Data over the last three years):				
Factors affecting student achievement to be addressed:				
<i>Actions/ Strategies/Interventions</i>	Timeline	Resources/Estimated Costs	Person(s) Responsible	Evaluation Methods and Indicator

Section IV: Title I-A TA School Improvement Plan
Requirements and Templates

Action Plan for Math				
Specific Academic Areas within Math (e.g., number sense, computation) and Subgroups (e.g., Special Education, LEP) to be addressed (based on analysis of AYP Report and School Student Performance Data over the last three years):				
Factors affecting student achievement to be addressed:				
<i>Actions/ Strategies/Interventions</i>	Timeline	Resources/Estimated Costs	Person(s) Responsible	Evaluation Methods and Indicator

Section IV: Title I-A TA School Improvement Plan Requirements and Templates

School Improvement Requirement #5

Establish specific annual, measurable objectives for continuous and substantial progress by each group of students that did not make AYP. *(NCLB Sec 1116 (3)(a)(v))*

Write an objective for each group of students (Males, females, Hispanic, Black, Native American, low SES, Special Education, LEP) that did not make AYP that specifies the growth that you expect as a result of this School Improvement Plan. You may use the format of the objective below or create your own format. Ensure that your objectives:

- specify the students to be served
- indicate both the current and expected levels of achievement,
- identify the time frame within which the results are to be achieved.

Write as many objectives as necessary,

Objective Templates:

_____ students will raise achievement in **reading** in grade(s) _____ from _____% making **proficient, partially proficient or advanced** at the end of SY____ - ____ to _____% making **proficient, partially proficient or advanced** at the end of SY____ - ____ as measured by the CSAP with a minimum of 95% participation for all subgroups.

_____ students will raise achievement in **math** in grade(s) _____ from _____% making **proficient, partially proficient or advanced** at the end of SY____ - ____ to _____% making **proficient, partially proficient or advanced** at the end of SY____ - ____ as measured by the CSAP with a minimum of 95% participation for all subgroups.

School Improvement Requirement #6

Describe how the school will provide written notice, in a format and, to the extent practicable, in a language that the parents can understand, to parents of each student who did not make AYP. *(NCLB Sec 1116 (3)(a)(vi))*

Indicate when the written notice will be sent and the method of delivery. Place your response in the text box below.

Section IV: Title I-A TA School Improvement Plan Requirements and Templates

School Improvement Requirement #7

Specify the responsibilities of the school, the LEA, and CDE, including the technical assistance to be provided by the LEA. (NCLB Sec 1116 (3)(a)(vii))

Identify which of the corrective action steps you plan to take (Schools on improvement are required to take at least one of these steps. (NCLB Section 1116 (3)):

- What procedures are in place to assure that your curriculum is rigorous, aligned with state standards, and articulated from grade to grade?
- Are your assessments aligned to standards?
- Do you progress-monitor students frequently to ensure that your interventions are effective?
- Is your school's environment and culture conducive to learning?
- Are your leadership and organizational resources structured to support school improvement?
- Do you use your School Improvement Plan as a guide for the work of all staff?

District and State:

Is assistance available to assist with:

- Data analysis?
- Identifying and implementing strategies that are grounded in scientifically-based research
- Addressing problems in implementing parental involvement requirements
- Ensuring that staff receives relevant, high-quality professional development?
- Analyzing budgets and effectively allocating resources?
- Ensuring that the school is addressing the specific instructional issues that caused it to be identified for school improvement?

Identify the areas on which the school staff will focus as well as the Technical assistance to be provided by the district and CDE. Place your response in the text box. Use additional space as necessary.

School Improvement Requirement #8

Include strategies to promote effective parental involvement in the school (NCLB Sec 1116 (3)(a)(viii)).

Your existing Title I Plan already addresses Parental Involvement and Family Literacy. Update your existing plan and indicate how parents can become involved in addressing the academic issues that caused the school to be identified for school improvement. Place your response in the text box below.

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School Improvement Requirement #9

Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year. *(NCLB Sec 1116 (3)(a)(ix))*

Your existing plan includes academic opportunities designed to accelerate student progress before school, after school, during the summer, and during any extension of the school year. Update the strategies already included in your existing Title I Plan and indicate what else you plan to do to accelerate student progress. Place your response in the text box below.

School Improvement Requirement #10

Incorporate a teacher mentoring program. *(NCLB Sec 1116 (3)(a)(x))* Mentoring programs pair novice teachers with experienced professionals who serve as role models and provide practical support, information, and encouragement.

Describe your plan for developing and implementing a teacher mentoring program designed to ensure that teachers new to your district have a positive and productive teaching experience and stay in education. Place your response in the text box below.

Section IV: Title I-A TA School Improvement Plan Requirements and Templates

Year Two of School Improvement Status (Year 3 of not making AYP in the same content area)

If, after the first full year of implementing a School Improvement Plan, the school still has not made AYP, the school must:

- Continue to provide the option to transfer to another school within the district that is not on School Improvement; to *all students* in the school
- Make supplemental educational services available to *eligible students* in the school

Supplemental Educational Services

Supplemental educational services provide additional academic instruction designed to increase the achievement of students in schools that have failed to make AYP for three or more years. These services include tutoring and after-school services. They may be provided by public or private organizations that have been approved by CDE.

Identify your Supplemental Service Providers.

--

Indicate how and when parents of eligible students are notified of their Supplemental Services options.

--

Year Three of School Improvement Status (Year 4 of not making AYP in the same content area) – Corrective Action

If a school continues to be on school improvement, the LEA may identify the school for corrective action. The purpose of corrective action is to address the underlying problems that have caused the students to fail to make AYP. The LEA will work with the school to develop a corrective action plan (*NCLB Sec 1116 (b)(5)(A-C)*).

If identified for Corrective Action, the school must:

- Continue to provide options for choice and supplemental educational services.
- Work with the LEA and take at least one of the following actions:
 - Replace the school staff who are relevant to the failure to make adequate yearly progress.
 - Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based

Section IV: Title I-A TA School Improvement Plan Requirements and Templates

- research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.
- Significantly decrease management authority at the school level.
- Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school improvement plan.
- Extend the school year or school day for the school.
- Restructure the internal organizational structure of the school.

The School Improvement Plan should be revised based upon the actions to be taken.

Years Four and Five of School Improvement Status (Years 5 and 6 of not making AYP in the same content area) - Restructuring

If a school continues to fail to make AYP, the LEA may identify the school for Restructuring. The LEA will work with the school to develop a corrective action plan in year 5 and implement it in year 6. (*NCLB Sec 1116 (b)(8)(A-C)*)

The first year of restructuring (School Improvement Year 5) is a planning year, during which a plan is prepared, and necessary arrangements are made to carry out the actions that have been determined to be effective in removing the school from school improvement status.

If the LEA identifies the school for Restructuring, at least one of the following actions must be taken:

- Reopen the school as a public charter school.
- Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress.
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.
- Turn the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State.
- Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress
- Continue to provide all students enrolled in the school with the option to transfer to another public school served by the LEA.
- Continue to make supplemental educational services available to children who remain in the school.

Appendix A: Examples of Needs Assessments

School Principal

Directions: Please take several minutes to complete this needs assessment. It will provide information for the **Targeted Assistance Program Planning** process.

1. When considering your school Accreditation and AYP student achievement results, what is making a difference in the academic success of all students?
2. In your opinion, what needs to be improved to increase student achievement in the Title I Program?
3. As you think about the achievement of Title I students, what research-based strategies for supporting higher student achievement do you want to implement?
4. Identify the three research-based instructional strategies you feel are most important in increasing the student achievement of Title I students.
 - a.
 - b.
 - c.
5. Identify the three research-based instructional interventions you feel are most important in increasing the student achievement of Title I students.
 - a.
 - b.
 - c.
6. What professional development strategies for teachers of Title I students will promote better results?

Appendix A: Examples of Needs Assessments

Title I Teacher and Classroom Teachers

Directions: Please take several minutes to complete this needs assessment. It will provide information for the **Targeted Assistance Program Planning** process.

1. When considering your students and student achievement results, **what is working well?**
2. In your opinion, **what needs to be improved** to increase student achievement in the Title I program and the school?
3. As you think about student achievement in the Title I program, **what long term planning or ideas** do you have for supporting higher student achievement?
4. What **instructional interventions** are most successful in the Title I program and/or your classroom?
5. What is your greatest professional development need?

Appendix A: Examples of Needs Assessments

Parent and Community

Directions: Please take several minutes to complete this needs assessment. It will provide information for the **Targeted Assistance Program Planning** process.

1. When considering students and student achievement results in the school and in Title I program, **what is working well?**
2. In your opinion, **what needs to be improved** to increase student achievement in the school and in the Title I program?
3. As you think about student achievement the school and in the Title I program, **what long term planning or ideas** do you have for increasing student achievement?

Appendix A: Examples of Needs Assessments

Title I Director/Central Office Administrators

Directions: Please take several minutes to complete this needs assessment. It will provide information for the **Targeted Assistance Program Planning** process.

1. When considering schools and student achievement results across the district, **what is working well?**
2. In your opinion, what needs to be improved to increase student achievement in Title I schools and in the district?
3. As you think about student achievement in Title I schools and across the district, what long term planning or ideas do you have for supporting higher student achievement?
4. Identify the three research-based instructional strategies you feel are most important in increasing the student achievement of Title I students.
 - a.
 - b.
 - c.
5. Identify the three research-based instructional interventions you feel are most important in increasing the student achievement of Title I students.
 - a.
 - b.
 - c.
6. What professional development strategies for teachers of Title I students will promote better results?

Appendix B: Parent-School Compact Example

Encee Elbi Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), have developed this Compact. The Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement. It identifies the means by which the school and parents will build and develop a partnership that will help children achieve the State's high academic standards.

This Parent-School Compact is in effect during the 2010-2011 school year.

School Responsibilities

Encee Elbi Elementary School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standards through the provision of additional small group instruction and tutoring both during the school day and after school.
- Hold parent-teacher conferences three times a year during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with quarterly written reports on their children's progress.
- Provide parents with school telephone numbers and email addresses so that they can contact teachers with concerns and questions as necessary.
- Encourage and support parents as classroom volunteers and school committee representatives,
- Establish and communicate procedures for parents to observe their child's classroom activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television our children watch.
- Volunteering in our children's classroom.
- Participating, as appropriate, in decisions relating to our children's education.
- Staying informed about our children's education and communicating with the school by promptly reading and responding to all notices from the school or the school district either received through our children or by mail.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team or the Title I Policy Advisory Committee,

Student Responsibilities (revise as appropriate to grade level)

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when necessary.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school.

Appendix B: Parent-School Compact Example

Title I Teacher

Date

Classroom Teacher

Date

Parent(s)

Date

Student

Date

PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED.

This is not an official Colorado Department of Education document. It is provided only as an example of how the requirements of section 1118 of NCLB might be addressed.

Questions?

Need Assistance with your plan?

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