

Targeted Assistance Plan

Conducting the Annual Review

What is it?

According to Section 1115(c)(2)(B) of No Child Left Behind (NCLB), each school conducting a Targeted Assistance program shall assist selected children in meeting the state’s proficient and advanced levels of achievement by:

“reviewing on an ongoing basis, the progress of participating children and revising the targeted assistance program, if necessary, to provide additional assistance.”

This review includes a comprehensive needs assessment, a review of the eight (8) required components, a review of the current Targeted Assistance plan and a review of existing policies and compacts. It also includes, if necessary, making modification and changes to the existing plans to meet the needs of the lowest performing students.

How Often?

Reviews of the Targeted Assistance plan should occur on an on-going basis. However, a Targeted Assistance site should conduct a formal review **at least annually**. This formal review, referred to as the Annual Review, should be done by a formal targeted program planning team and results should be disseminated to all staff members and the parents of Title I students.

Eight Required Components

According to the NCLB Law Section 1115(c)(1), there are eight required components to a Targeted Assistance plan. Each Targeted Assistance program must meet these eight requirements and maintain appropriate supporting documentation for monitoring purposes. The eight required components are explained in length in the following pages. Each section includes a description of the component, a list of required documentation and guiding questions to assist with the on-going or annual reviews.

Documentation

Targeted Assistance sites should maintain records and documentation concerning the Targeted Assistance plan and programs for at least five (5) years. Lists of documentation that should be kept on file at the school site are listed for each component. This documentation may be requested by the Oklahoma State Department of Education for monitoring purposes.

Guiding Questions

The Guiding Questions provided on the following pages are meant to assist planning teams in the on-going and Annual Review. These lists do not constitute ALL the questions that could be asked regarding a specific Targeted Assistance program, but are designed to “guide” the analysis and evaluation of the programs and activities.

Writing the Plan

There is no specific format for writing the site Targeted Assistance plan. However, as stated in the guidance, it must be a written plan containing the eight required components. A sample template is available on the Oklahoma State Department of Education (OSDE) Web site.

Comprehensive Needs Assessment

What is it?

A needs assessment in a Targeted Assistance program consists of a collection of data concerning students, teachers, parents and the community. Data is analyzed and used to identify strengths, weaknesses and critical needs areas. The results are then used to determine the focus of the Targeted Assistance program. All efforts of the school including goals, action plans and expenditures must align to the results of the needs assessment.

How often?

All Targeted Assistance sites are required to conduct a needs assessment **at least annually**. The results should be summarized and used for making changes and modifications to the existing plans. Plans and reviews should be shared with and available to all stakeholders.

Documentation

Targeted Assistance sites should retain the following documentation of the needs assessment:

- Meeting Agendas, minutes and attendance records of needs assessment meetings;
- No Child Left Behind Report Cards;
- Evidence of dissemination of NCLB Report Cards to parents;
- Data used to conduct the needs assessment;
- Written analysis of the data; and
- Documentation of the changes made to the Targeted Assistance plan.

Guiding Questions

- What methods are used to assess Title I students?
- Are there suggestions for additional/new types of assessment in the Targeted Assistance program?
- How is data from various sources (i.e., Oklahoma Core Curriculum Tests, Benchmark Assessments, Parent Surveys, Parent Involvement Data, and Referral Data) collected and analyzed?
- Have parent, student and teacher surveys been conducted? How often?
- How are parents, students and teachers encouraged to complete and return surveys?
- How have surveys provided information regarding student achievement, the success of the Targeted Assistance plan and suggestions for further improvement?
- What areas of strengths, weakness and critical need were identified?
- Which Targeted Assistance programs are producing effective results?
- How does data support improved student achievement and demonstrate the successes of the Targeted Assistance programs?
- How is data shared with the students, parents, teachers and community?
- What changes need to be made to the Targeted Assistance plan as a result of analyzing the data?
- How will the results of the needs assessment be shared with all stakeholders?
- How will the results of the needs assessment be used to guide the goals for the 8 required components?

Component #1

Planning Team

What is it?

A formal Targeted Assistance planning team should be in place to lead the process of developing the Targeted Assistance plan. This team should work in conjunction with all Title IA planning processes such as Title IA District planning efforts. Primarily, this team should organize and oversee the needs assessment process, lead the staff in developing the Targeted Assistance plan and conduct or oversee the Targeted Assistance program's annual review. Typically, the principal or another instructional leader establishes the core planning team which should include a representative from all stakeholder groups and could consist of school and district administrators, teachers, professional school staff, parents, other community members and students, if appropriate. The team should be knowledgeable about Title I programs and their regulatory requirements.

How often?

The Targeted Assistance planning team should meet **at least annually** to review and update the Targeted Assistance plan. The team should meet regularly throughout the year as well to identify struggling students, evaluate Targeted Assistance programs for effectiveness and modify the Targeted Assistance plan as needed.

Documentation

Targeted Assistance sites should retain the following documentation about planning teams:

- A list of planning team members, the duration of their service and their stakeholder group (i.e., parent, teacher, administrator);
- Agendas, meetings and attendance records of planning team meetings;
- Record of Title I or No Child Left Behind training the team has received; and
- Written changes or modifications to the Targeted Assistance plan as suggested by the planning team.

Guiding Questions

- Are all stakeholder groups represented on the planning team?
- How can members from various stakeholder groups be recruited? Retained?
- How often does the planning team meet? Is this adequate for the needs of the school?
- Has the planning team been provided training in NCLB and/or Title IA requirements and compliance issues?
- Is the planning team aware of the District Title IA plan or any other district/site comprehensive plans?
- How are planning team meetings documented?
- Have all planning team members been invited to attend the annual information meetings?

Component #2

Title I Student Selection

What is it?

In a Targeted Assistance program, resources are used only to help participating children meet the state's challenging student academic standards expected for all children. Title I law requires the selection of these Title I students be based on objective, education-related and uniformly applied criteria such as report card grades, informal reading inventories, benchmark assessments or diagnostic assessments. These criteria are chosen by the Targeted Assistance site and should be given to all students in each particular grade being served.

Once multiple sources of data are collected based on the criteria, a worksheet must be completed that lists each of the criteria for selection and demonstrates that data has been compiled, compared and documented. Students must be ranked in **priority order** according to greatest need for students. If a site is unable to serve all students that are selected for Title I services, that information should be included on the worksheet.

Economically disadvantaged, learning disabled, ELL and migrant students must be selected on the same basis as all other students regardless of other services they may be receiving. Homeless students or students who participated in Head Start or Even Start in the preceding two years are also eligible for Title I Services. Also, if a new student moves into the district, he/she must be selected and ranked in the same way as the other eligible students receiving services.

Documentation

Targeted Assistance sites should retain the following documentation in the annual review for monitoring purposes:

- Written selection plan;
- Student selection worksheets;
- Copies of selection criteria; and
- Evidence of on-going reviews and assessments of selected students.

Guiding Questions

- What is the student selection process?
- Are there multiple forms of criteria for selection?
- Does the selection process accurately identify students in most need? Are teachers trained on the process?
- How are students ranked in priority order?
- How are new students assessed and ranked?
- Are on-going assessments used to ensure timely interventions for students who need services?
- How often are students rank ordered for services?
- Who will provide the services (i.e., Title I teacher, Resource teacher)?
- Are all programs, supplies and equipment purchased with Title I funds restricted for use by Title I students only?
- Are all programs, supplies and equipment purchased with Title I funds labeled?
- Are the programs, supplies and equipment inventoried for location and use?
- How are records maintained to ensure that Title IA funds are spent only on activities and services for eligible students?

Component #3

Reform Strategies

What is it?

Reform strategies are effective methods and instructional strategies that are based on scientifically based research (SBR) and strengthen the core academic program. Strategies should provide extended learning opportunities, provide accelerated curriculum and minimize removing students from the regular classroom during regular school hours. These strategies should align with the results of the needs assessment and the Targeted Assistance plan goals and provide opportunities for students selected in the Title I program to meet the state's proficient or advanced levels of academic achievement.

Examples of reform strategies include: Differentiated Instruction, Building Academic Vocabulary (BAV) strategies, before and after school tutoring, summer reading and math enhancement classes, higher order thinking skills, a variety of instructional methods, and curriculum aligned with *Priority Academic Student Skills (PASS)*.

Documentation

Targeted Assistance sites should retain the following documentation as part of the annual review for monitoring purposes:

- Evidence that reform strategies are being implemented;
- Extended day/year data and resources;
- Evidence of SBR instructional strategies;
- Monitoring and evaluation documents for extended learning programs;
- Curriculum mapping documents or collaborative lessons from the Teacher of Record and Title I teacher; and
- Copies of assessments and curriculum aligned to student needs.

Guiding Questions

- How are SBR instructional strategies utilized in the Targeted Assistance programs?
- How are these SBR instructional strategies used to make decisions regarding programs and budgets?
- How are SBR instructional strategies monitored, evaluated and modified regularly?
- What extended learning opportunities are offered? How do they meet specific student needs?
- How have the extended learning opportunities been designed to help targeted students become proficient in reading and math?
- How are these opportunities monitored and evaluated for effectiveness?
- Does the Title I teacher collaborate on a regular basis with the core academic teachers regarding student progress?
- Does the Title I teacher collaborate on a regular basis with core academic teachers regarding alignment of lesson plans, *PASS* objectives and curriculum pacing?
- Does the Title I teacher participate in grade level meetings?
- What methods are provided for Title I services (i.e., in-class, pull-out)?
- Are individual goals set for students as they are selected?

Component #4

Transition Strategies

What is it?

This component emphasizes the value of creating a coherent and seamless education program for at-risk students. Though the guidance only specifically addresses services to assist preschool children in the transition from early childhood programs to elementary programs, activities are encouraged at the critical transition points at all grade levels to support the students with curriculum, instruction and procedural changes.

Documentation

Targeted Assistance sites should retain the following documentation for monitoring purposes:

- Meeting agenda, minutes and attendance records of parent meetings;
- Evidence of vertical alignment of curriculum;
- Notifications and communications to parents about transitions; and
- Chart with important transition information.

Guiding Questions

- Where are the critical transition points at the site (i.e., from Kindergarten, to Middle School, to High School)?
- How are the counselors involved in the transition strategies?
- Have Parent Orientation Nights been developed?
- What procedures are in place for students to visit the next grade level, meet the teachers and learn the new procedures?
- Have summer grade-level transition camps been held at the school site?
- Do staff members meet in vertical teams to compare curriculum and close gaps?
- How often do staff members meet in vertical teams to identify overlaps and gaps between grades?
- How does the staff facilitate transition strategies?
- Have charts been made to identify transition points, grades affected and coordination needed?
- What procedures are in place to receive new students to the school?

Example

Transition Point	Grade Affected	Coordination Needed
<i>Into Kindergarten from PK</i>	<i>PK, Kindergarten</i>	<i>Parents, PK and K teachers, PK and K students</i>

Component #5

Highly Qualified Teachers (HQT)

What is it?

High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are inexperienced or not highly qualified. To address this issue, NCLB requires that all teachers of core academic subjects and instructional paraprofessionals at a site that is categorized as a Targeted Assistance site must be highly qualified.

A highly qualified teacher must hold a minimum of a bachelor's degree; obtain full Oklahoma certification or an Oklahoma teaching license, and demonstrate subject matter competency in each of the academic subjects in which the teachers delivers instruction. Highly qualified paraprofessionals must have completed at least 2 years (48 credit hours) at an institution of higher education; obtained an associate or higher degree; or completed the Oklahoma General Education Test (OGET) or the ParaPro or Work Keys Test and achieved a passing score.

In addition, LEAs and schools should ensure that high poverty or low performing schools are not staffing a disproportionate amount of inexperienced teachers (0-3 years of teaching) as compared to lower poverty, higher performing schools in the district.

Documentation

Targeted Assistance sites should retain the following documentation for monitoring purposes:

- Parents Right to Know notification letter;
- Sample parent notification regarding "Highly Qualified" status; and
- Data collection tool for HQT information.

Guiding Questions

- Are all selected students receiving Title I services from highly qualified teachers and paraprofessionals?
- Have all parents of selected students been notified of their right to request information regarding the qualifications of the highly qualified teachers and paraprofessionals?
- Has a template been created for notification to parents when selected students are taught by a nonhighly qualified teacher for more than four (4) weeks?
- Is the teaching staff at the Title I site equitable to other sites in the district in regards to years of experience, degree and content knowledge?
- How are highly qualified teachers recruited to the school site? How are they retained?
- Have charts been created to display highly qualified data?

Example

Number of Certified Teachers	Years of Experience					
	0-3	3-5	6-10	11-15	15-20	20+

Component #6

Professional Development

What is it?

Teachers and other staff in Targeted Assistance sites must be equipped to face the challenge of helping those students that have been individually identified to receive targeted assistance that will enable them to meet the State’s academic achievement standards. To do this, teachers and staff must be familiar with the goals and objectives of the Targeted Assistance plan and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with the Title I teachers to support student achievement such as principals, paraprofessionals and parents.

Documentation

Targeted Assistance sites should retain the following documentation for monitoring purposes:

- Agendas and attendance records of professional development;
- Documented monitoring and follow up of professional development activities; and
- Summaries of professional development.

Guiding Questions

- Has a yearly professional development plan been developed? Was the Title I staff involved in decision making?
- Do all professional development activities align with the Targeted Assistance plan?
- Are these activities on-going and high quality?
- What procedures are in place to follow-up on each professional development activity?
- How are Title I teachers encouraged and supported when implementing strategies learned in professional development?
- Do Title I teachers have written individual professional development plans? Do administrators?
- Have Title I teachers been provided substitutes and stipends to attend professional development? To facilitate professional development?
- How does professional development assist Title I teachers in utilizing scientifically based research strategies?
- How has professional development affected instruction?
- Is professional development helping to close the achievement gaps? How do you know?
- Are faculty meetings regularly devoted to professional development?
- Are team planning or collaboration times built into the schedule?
- Does the Targeted Assistance site meet in Professional Learning Communities (PLC)? Do the PLCs include Title I teachers?
- How are PLCs monitored?
- Are study groups encouraged and supported?
- Are all professional development activities documented and kept in file for future reference?
- Have academic partners (i.e., administrators, parents, paraprofessionals) been included in the professional development activities?

Component #7

Parental Involvement

What is it?

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that Targeted Assistance plans contain strategies to involve parents, especially academically. The Parental Involvement component guides the Targeted Assistance program and includes: developing effective and efficient communication tools; recruiting and organizing opportunities for parents to volunteer in the classroom and serve on Targeted Assistance planning team; and developing opportunities to train parents to become effective academic partners.

Documentation

Targeted Assistance sites should retain the following documentation for monitoring purposes:

- Site Parent Involvement Policy;
- Site School/Parent Compact;
- District Parent Involvement Policy;
- Agenda, minutes, attendance records for the Annual Parent Meeting; and
- Notice to parents about the Annual Parent Meeting.

Guiding Questions

- Has a **site** Parent involvement Policy and School/Parent Compact been created? (This must be site specific and different than the district policy.)
- How are the policy and compact distributed to parents?
- How are the policy and compact updated annually? Who is involved in the update process?
- Where are the signed School/Parent compacts stored?
- What parent involvement events are scheduled each year?
- How is data from the events collected (i.e., attendance and surveys)?
- Who is responsible for collecting parent involvement data?
- How are parents notified of parent involvement events?
- How are parents encouraged to attend?
- How are parents and teachers encouraged to become active in the Parent Teacher Association (PTA) or Parent Teacher Organization (PTO)?
- What specific training is offered to Title I parents on how to help their child academically?
- How are parents invited and encouraged to serve on planning committees and be involved in decision making?
- How often do teachers communicate with parents through phone calls, emails and mailings?
- How is teacher/parent communication documented?
- How often are Parent/Teacher conferences scheduled? Are they held at accessible times?
- Has a parent resource room been created?
- How are Title I parents notified of the Annual Parent Meeting?

Component #8

Coordination of Services and Programs

What is it?

Targeted Assistance sites are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the educational program for those individual students identified for Targeted Assistance services. The coordination of services and programs should be aligned to the goals in the Targeted Assistance plan. All Targeted Assistance sites must also ensure that services provided by Title I personnel are *supplemental* and should not supplant the services non Title I students receive.

Documentation

Targeted Assistance sites should retain the following documentation for monitoring purposes:

- Inventory of all Title I programs and materials for at least three years;
- List of all Targeted Assistance programs at the site, including budget pages;
- Summaries of how programs are supporting and aligned to the Targeted Assistance Plan;
- Evidence that Title I programs are *supplemental* and not supplanting existing services; and
- Evidence that Title I budget accurately reflects Title I expenditures.

Guiding Questions

- Have records been maintained to ensure Title I funds were spent only on activities and services for eligible students?
- Do Title I programs pass the Supplement, not Supplant test?
- Do the Title I expenditures align to the approved budget? To the Targeted Assistance Plan?
- How do all programs and services coordinate to improve the academic achievement of Title I students?
- Are Title I services providing targeted students instruction above and beyond primary instruction?
- What other services or programs are available to targeted students?
- Has a chart been created showing the coordination of effort?

Example

Funding Source	Program/Service Impacted	Coordination of Effort (modifications made to align with schoolwide goals)
<i>Title I</i>	<i>Reading Program</i>	<i>Hire a Reading Specialist</i>

Supplement, not Supplant

What is it?

Supplement, not Supplant is a key regulation of the No Child Left Behind Act (NCLB). However, there is no one Supplement, not Supplant definition. Instead, each instance is applicable to a specific portion of the law.

In Targeted Assistance sites, Supplement, not Supplant is defined as follows:

An LEA may use Title I funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of students participating in Title I programs. In no case may Title I funds be used to supplant--i.e., take the place of--funds from non-Federal sources. [Section 1120A(b)]

In general, to supplement, not supplant means that Title I funds are used to implement programs that would not be available in the absence of federal funds: *if the Title I funds were not available, the Targeted Assistance site would not offer the programs or activities.*

To determine compliance with the Supplement, not Supplant requirement, Targeted Assistance sites should ask the following questions:

1. Is the program or activity to be funded required by state, local or another federal law?
If YES, this is presumed to be supplanting.
2. Were the same programs or activities paid for with state and/or local funds in the previous years?
If YES, this is presumed to be supplanting.
3. Are the **same** programs and activities offered at other schools within the district that do not receive Title I funds or are paying for these programs with state and/or local funds?
If YES, this is presumed to be supplanting.

The answer to ALL THREE questions must be NO to be truly supplemental.

Another important aspect is that programs or activities provided to identified students in a Targeted Assistance site must also be supplemental to the primary instruction of the school. Title I programs are not intended to be used in place of services provided by the regular education program; Title I programs must be in addition to the services the LEA and Targeted Assistance site provide to all of its children using state and local funding sources.

Documentation

Targeted Assistance sites should retain the following documentation for monitoring purposes:

- Evidence that the program or activity would not have been provided if Title I funds were not available;
- Evidence that state or local funds have NOT been used to pay for the program or activity in the previous year OR contemporaneous records showing that state or local funds are no longer available; and
- Evidence that the same programs or activities at other schools are funded only by supplemental local funds, specifically set aside for this purpose