



OKLAHOMA STATE DEPARTMENT OF EDUCATION

TITLE I TARGETED ASSISTANCE-PLAN TEMPLATE

Targeted Assistance Plans should be kept on file at the school and district sites. Copies may be requested for monitoring purposes.

Part I – Contact Information

County	Code	District	Code
Mailing Address			
City	State		Zip
Name of Contact Person			Position
Email	Phone	Fax	
Name of Contact Person			Position
Email	Phone	Fax	

Part II - Assurance

<p>The Targeted Assistance Plan meets all criteria as referenced in the ESEA Section 1115 Guidance and the Targeted Assistance Plan Checklist provided by the Oklahoma State Department of Education.</p> <p>Parents and the community were informed of services provided by the Title I Targeted Assistance Program. Meeting date: _____ <input type="checkbox"/> Include a Copy of Meeting Agenda and/or Attendance Records.</p> <p>Faculty and staff were informed and are committed to the Title I Targeted Assistance Program. Meeting date: _____ <input type="checkbox"/> Include a Copy of Meeting Agenda and/or Attendance Records.</p>	
Signature of Superintendent	Date
Signature of Principal	Date

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The Schoolwide Plan has been reviewed and approved.	
Signature of Application Reviewer	Date
Signature of Executive Director, School Support	Date

Part III – Targeted Assistance Program Planning Team

The planning team should represent all stakeholder groups who serve Title I students. The team should include school administrators, school staff, parents and other community members. Title I targeted assistance planning should be incorporated into existing school planning. Section 1115(c)(1)(B).

Section A – Core Planning Team

Name	Title	Stakeholder Group

Briefly describe the process used to develop the Targeted Assistance School Plan. Describe how planning team members were chosen and specific responsibilities of each. Explain how the plan was explained to the entire staff and shared with parents and the community.

Part IV – Title I Student Selection

According to ESEA Section 1115(b)(1)(B), eligible children in a targeted assistance site are identified as failing, or most at risk of failing on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school. However, children in Preschool through grade 2 can be selected solely on the basis of criteria such as teacher judgment, interviews with parents and developmentally appropriate measures.

Section A – Overview

Describe the process used to identify students for the targeted assistance program. Include information about the specific criteria used and the process used to prioritize the list.

Section B – Ongoing Process of Targeted Students

Describe the ongoing process of monitoring students including how new students are assessed and ranked and how students are monitored to exit the service.

Part V – Reform Strategies

Reform strategies are effective methods and instructional strategies that are based on scientifically based research (SBR) and strengthen core academic programs. Strategies should provide extended learning opportunities and accelerated curriculum and minimize removing children from the regular classroom.

Section A - Scientifically Based Research (SBR)

Describe the SBR instructional strategies and programs that will be implemented in the targeted assistance program. Explain how these strategies and programs are supplemental to regular classroom instruction.

Section B – Extended Day/Extended Year

Describe the extended day/extended year programs that will be offered to students in the targeted assistance programs.

Section C – Special Populations

Explain how the schoolwide reform strategies will address the needs of students in the targeted assistance program, particularly the needs of low achieving students and historically underserved populations.

Section VI – Transition Strategies

Targeted assistance programs should coordinate with and support the regular education program, which may include services to assist in the transition from early childhood programs to elementary school or between other critical transition points to ensure a coherent and seamless education for the lowest achieving students.

Section A – Identifying Transition Points

Transition	Grade(s)/Program(s) Affected	Transition Strategies/Activities	Timeline

Section B – Overview

Describe how services provided by the targeted assistance program coordinate with the regular education program specifically addressing how students are supporting during transitions.

Part VII – Instruction by Highly Qualified Teachers

All teachers and paraprofessionals providing services in a Title I Targeted Assistance Program must be highly qualified. A highly qualified teacher (HQT) must hold a minimum of a bachelor’s degree; and obtained full Oklahoma certification or licensure; and has demonstrated competency in each of the academic subjects in which the teacher delivers content knowledge. A highly qualified paraprofessional must have completed at least two years of study at an institution of higher education; obtained at least an associate’s degree; or passed the Oklahoma General Education Test or another academic assessment approved by the Oklahoma State Board of Education.

Section A – Highly Qualified Teachers (HQT) and Paraprofessionals

Number of Title I Teachers	Number of HQT	Number of Non HQT
Number of Title I Paraprofessionals	Number of HQT Paraprofessionals	Number of Non HQT Paraprofessionals

Part VIII – Professional Development

To promote the integration of staff supported with Title I funds into the regular school program and overall school planning and improvement efforts, Title I staff may participate in general professional development and school planning activities. If appropriate, professional development opportunities should also be extended to those who partner with Title I staff to support student achievement such as paraprofessionals and parents.

Section A – Overview

List the professional development opportunities the school provides to Title I personnel.

Professional Development Activity	Date(s)	Number of Title I Participants	Description (i.e., content, duration of time)

Section B – Monitoring and Evaluation

Explain how the professional development provided supports the targeted assistance program. Describe the on-going and job embedded support and follow up for these professional development activities.

Section IX – Parental Involvement

The targeted assistance program must provide strategies to increase parental involvement and maximize communication between the school and parents of participating students.

Section A - Overview

List and describe current parental involvement activities and how they are designed to enhance school-home partnerships and improve student learning.

Section B – Communication

Describe how the school will ensure that communication between parents will be in a format and language the parents can understand.

Section C – Documentation

At a minimum, Targeted Assistance sites MUST develop and retain copies of the following documents:

- Copy of the Site Parent Involvement Policy
- Copy of the Site Parent/School Compact
- Copy of Notification to Parents of the Annual Parent Informational Meeting
- Agenda and Attendance List for the Annual Parent Informational Meeting
- Examples of School/Parent Communication
- Copy of Notification to Parents Regarding Student Achievement Reports and Test Scores
- Copy of Notification of Title I Programs and Opportunities

Part X – Coordination of Programs

Schools operating a targeted assistance program are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the educational program for those students receiving services.

Section A – Overview

Describe the coordination and integration of Title I services and other Federal and State programs (i.e., migrant programs, violence prevention, adult education, vocational and technical education, and Head Start).

Part XI – Evaluation and Revision

*Section 1115(c)(2)(B) of No Child Left Behind requires schools operating a targeted assistance program to review, on an ongoing basis, the progress of participating children and revising the targeted assistance program as necessary to provide additional support. This review should be conducted **at least annually**.*

Section A – Overview

Describe the process to be used by the school to regularly review and update the targeted assistance plan. How will effectiveness be evaluated?