

TITLE I TARGETED ASSISTANCE PROGRAM SUMMARY & NEEDS ASSESSMENT

School Mission

School Vision

NEEDS ASSESSMENT (The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also highlights the strengths and needs of the entire program. Schools with targeted assistance programs should emphasize strategies that help learners who have not yet met grade-level standards.)

[Describe procedures and best practices to support your comprehensive plan]

IDENTIFICATION OF STUDENTS (Title I Targeted Assistance Programs must select students based on the criteria they establish. Under the law, the targeted assistance program is to provide services to students identified as having the greatest need for assistance. The criteria for identifying students must be objective, educationally related, and include multiple measures.)

[Describe procedures to support programs, activities, and courses to ensure mastery of academic standards]

PRACTICES AND STRATEGIES (Identify the practices and strategies of your school's targeted assistance program. Under the law, the targeted assistance program provides services to students with the greatest need for special assistance. The law requires programs to review the progress of students served in targeted assistance and revise the program, if needed, to enable students to meet state standards.)

[Describe instructional strategies, programs, and services to support best practices that strengthen the academic program]

COORDINATION AND TRANSITIONS (The Title I program should be coordinated with the school's overall education program. ESSA emphasizes that targeted assistance programs should minimize the removal of children from the regular classroom during regular core instruction when providing additional instruction through Title I, Part A. Schools should develop the targeted assistance program in coordination with core instruction, extended day offerings, English learner programs, special education, career and technical education, and others.)

[Describe the procedures to support the transition between early childhood and elementary grades or other grade spans in the Title I program]

PARENT & FAMILY ENGAGEMENT (Plan for the strategies your school will use to engage parents and families of students served by the Targeted Assistance program. Parents, families, and community members provide excellent partners in helping students meet the state's challenging academic standards. The school's parent and family engagement efforts may also include services supporting family literacy.)

[Describe policies and procedures to support parent and family engagement which aligns with targeted assistance practices and strategies]

PROFESSIONAL DEVELOPMENT (Title I allows for the professional development of teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized support personnel and other personnel who work with eligible students in the program or the regular education program serving Title I eligible students.)

[Describe procedures to support the professional development needs of your targeted school staff]