**Supplemental Questions for Title I-A Targeted Assistance Programs**

**Once the school has completed a comprehensive needs assessment (ie the Oregon Integrated Systems (ORIS) framework needs assessment) please address the following supplemental questions to address the Title IA requirements for a targeted assistance program.**

***Question 1:***

**Comprehensive Needs Assessment:**
Describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from multiple measures of data from all five key domains as shown in the ORIS needs assessment framework: Leadership, talent development, stakeholder engagement and partnerships, well-rounded coordinated learning principles, and inclusive policy and practice. If another needs assessment is used by the school, please still respond under the given domains. The data should be cross-analyzed to identify the needs of educationally disadvantaged students. ESSA Section 1114(b)(6).

***Question #2: Based on the school’s needs assessment, what are the identified priorities/goals that the school will be focusing on this year.***

1. Goal 1
2. Goal 2
3. Goal 3 (optional)

***Question #3: Please respond to the following:***

1. **Targeting Criteria**

Please describe the targeting criteria used to identify students for services, the specific services the targeted students will receive and how the program and service is supplemental to what the non-targeted students receive? ESSA Section 1115 (b)(1-2)

1. **Leadership**

Please describe how the district has provided ongoing support for the implementation of the school's targeted assistance program. In addition, describe how the district annually reviews the school's program and provides feedback. ESSA Section 1114(b)(3)

1. **Talent Development**

Please describe how professional development will be provided to school personnel to improve instruction and the use of data. ESSA Section 1114(b)(7)(A)(iii)(IV)

1. **Stakeholder Engagement**

Please describe how parents are informed of their student’s participation in Title IA and its requirements. In addition, describe how parents are informed of their rights and opportunities to be involved. In your response, please provide the date of your annual Title IA meeting with parents. ESSA Section 1114(b)(2)

1. **Well-Rounded Learning System**

Please describe methods and instructional strategies that will be used in the targeted assistance program to strengthen the academic program, increase the quality and amount of learning time, and provide opportunities for enriched and/or accelerated learning. ESSA Section 1114(b)(7)(A)(i)

1. **Instructional strategies:**

Please describe strategies that will be used to address student needs:

1. Counseling, school-based mental health programs, and or/ specialized support services or mentoring.
2. Preparation for and awareness of post-secondary education opportunities and/or entrance into the workforce. (e.g. career and technical education, transition to high school).
3. Implementation of a tiered model to prevent and address problem behavior, as well as early intervention systems for students struggling academically.
4. Assisting preschool children in the transition to local elementary school programs. ESSA Section 1114(b)(7)(A)(iii)(I-III, V).
5. **Inclusive Policy and Practice**

Please describe what strategies will be used to provide all students with opportunities to meet challenging state academic standards. Include strategies to reach economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. ESSA Section 1111(c)(2) ESSA Section 1114 (b)(7)(A)(i).

**Annual Title I-A Documentation**

In addition, there is required school-level Title I-A documentation that will be submitted by the school either in Indistar or in a new manner to be determined by ODE. These documents are:

* Parent Engagement Plan (reviewed and revised with parent input annually)
* Parent-School Compact (reviewed and revised with parent input annually)
* Verification of staff qualifications (refer to link below)
* Title I-A Annual Meeting documentation (refer to link below)
* Building Parent Capacity documentation (refer to link below)
* Para-professional highly qualified documentation (refer to link below)

<https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Pages/ESEA-Monitoring.aspx>