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

**Please provide responses to the following questions regarding the school’s Title I-A Targeted Assistance Program.**

1. **Targeting Criteria**

Please describe the process used to identify the students most at risk of failing, including consideration for homeless, migrant, and neglected. Please include the multiple, educationally related, objective criteria used.

Please describe how the targeted assistance program is supplemental for students in addition to the regular core classroom instruction.

1. **Leadership**

Please describe how the district has provided ongoing support for the implementation of the school's targeted assistance program, and how the district annually reviews the school's program and provides feedback.

Describe how the school plans to continually monitor the progress of identified students, and the criteria used to exit students from Title I-A services.

1. **Talent Development**

Please describe how the district’s professional development activities are in support of the TAS program.

In addition, please describe the ongoing and embedded professional development that will ensure fidelity of strategy implementation.

1. **Stakeholder Engagement**

Please describe how parents are informed of their school's participation in Title I 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.

1. **Well-Rounded Learning System**

Please describe the key components of the math and/or reading instructional program for the whole school. Describe how the mathematics and/or reading instructional programs will be organized and delivered in your targeted program.

1. **Instructional strategies:**

Please describe the research base or evidence of effectiveness that supports the strategies you selected for targeted students.

1. **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 to ODE. These documents are:

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

In addition, there is required district-level Title I-A documentation that will be submitted by the district to ODE. These documents are:

* Comparability Report Calculations (refer to link below)

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