

# Title I-A Targeted Assistance Planning Form

Schools that implement a targeted assistance program under Title I-A must develop a plan for supporting specifically identified students most at risk of failing to meet state standards. Targeted assistance schools must determine which students they will serve by identifying the students with the greatest need. **As a result, only the students identified are eligible to receive the services.** Districts have a great deal of autonomy in determining the format of their targeted assistance plan. ODE created this template that schools can use to guide the development of their targeted assistance plan. Schools or districts that choose to develop their own template must include criteria identified on the Title I-A Planning page linked in the resource section below.

Who should complete this template? This template should be completed by members of the Title I-A school planning team, to ensure all details are recorded.

When should this be sent to ODE? School level plans should be retained at the district. ODE

[Needs Assessment Summary](#)

[Targeting Criteria](#)

[Family Engagement](#)

[Student Progress Monitoring](#)

## ESSA Citations

[1] ESSA Section 1115(b)

## Helpful Resources

[Targeted Assistance Program Brief](#)

[Title I-A Planning Page](#)

<b>CONTACT INFORMATION</b>			
----------------------------	--	--	--

<b>School</b>	Ontario 8C	<b>School Year</b>	22-23
<b>School</b>	Ontario Middle School	<b>Building</b>	<b>Lisa Longoria</b>

**Planning Team**

Name	Role	Name	Role
Lisa Longoria	Principal		
Stacey Parrish	Counselor		
Jennifer Capps	Instructional Coach		
Katie Atilla	Science Teacher		
Priscilla Ramirez	Parent		
LeaAnn Daniels	Parent		
Brenda Contreras	Parent		
Amy Montgomery	Parent		
Susanne Berg	Parent		
Cyrstal Ramirez	Parent		
Don Gilligan	Parent		
Maria Ruiz	Parent		
Mirella Corona	Parent		

## NEEDS ASSESSMENT SUMMARY

All schools receiving ESEA Title I-A funds must perform a comprehensive needs assessment at the school level to review the strengths and needs of the students the school serves, including identifying the barriers that students who have been historically underserved experience. ODE recommends a school to conduct a needs assessment at least once every three years. This tab asks for a brief summary of the results of this needs assessment and the process used to conduct the needs assessment.

**DATE OF LAST NEEDS ASSESSMENT:** May 23, 2023

We met with a team that included parents and looked at available student achievement data. Once we start in the fall, we will use the ORIS indicators to do a more in-depth needs assessment.

### **STUDENT DEMOGRAPHICS: Who are our students?**

Describe the students you serve. How have your student demographics changed over time? What trends are you seeing? How is your school serving students who have been historically underserved by the system?

Student enrollment has continued to increase the past several years, with it remaining steady at 362 from 2021-22 to 2022-23.

Our Hispanic population continues to be the majority.

Our migrant population decreased this year for the first time in five years. It decreased by 10%, from 109 - 98.

Our ESL population decreased by 36% from 44 to 28.

Our SPED population averages about 50 over the last five years.

Although our homeless population saw an increase last year, it has decreased from 31 to 24 this year. All Ontario Middle School students behavior, attendance and achievement data is reviewed by the MTSS team. Students needing supports are identified in order to provide supports. Ontario Middle School has 1 FTE Migrant Graduation Specialist that provides supplemental supports to students and their families. She offers a series of parent workshops throughout the year and works with students after school weekly. Students participate in ongoing weekly workshops and participate in community events to give back to the community. In addition, she ensures migrant education students participate in summer school, Oregon migrant leadership institute, Washington, D.C. trip and the 4H camp in Salem. Ontario School District has two McKinney-Vento Liaisons who provide services to students and their families. They closely monitor students and intervene as necessary. Ontario Middle School also has a Student Success Coordinator who is supporting the early stages of post-secondary planning to include CTE and college opportunities as middle school students transition to high school. She works closely with high school team and coordinates student

**DATA EXAMINED: What data did we look at?**

Articulate the multiple measures of data reviewed during the needs assessments. This can include student outcome data (academic, behavioral, programmatic), systems data (e.g. ORIS indicators) and perception data.

iReady Math and Language Arts, diagnostic assessment  
Behavior - Synergy Data -  
In years past, we have had more growth in both Math and Language Arts. We attribute some of this to our consistency  
Math iReady  
- Three or more Grade levels below 39% to 33%  
- Two Grade Levels Below 19 % to 18 %  
- One Grade Level Below from 32% - 34 %  
- Early on Grade Level from 8% to 11%  
- Mid or Above Grade Level from 2% - 4%. When we return in August, we will do a needs assessment for our systems utilizing the ORIS indicators. In addition, we will establish a system for collecting and analyzing perception data. The session we had with our parents a couple of weeks ago was a great starting point for this process.

**Plan Determination: Why are we choosing a Targeted Assistance Plan?**

Describe how you determined that a Targeted Assistance Plan is the best approach for supporting your students.

We are choosing this model in order to support the students needing intervention in a truly supplemental model. It is difficult to do this during the school year and when we have attempted to run after school programming it has not been successful; this could be due to students participating in extra curricular activities.

**ENGAGEMENT IN PLAN DEVELOPMENT: Who was engaged in this process and how?**

Following the results of the needs assessment, describe who was engaged in the development of the targeted assistance plan. Which community members (e.g.; students, staff, families, tribal leaders, and tribal organizations) were included?

Site Council, MTSS Team, families, students

## Targeted Assistance Plan and Criteria

Schools that implement a targeted assistance program under Title I-A must develop a plan for supporting specifically identified students most at risk of failing to meet state standards. Targeted assistance schools must determine which students they will serve by identifying the students with the greatest need. As a result, only the students identified are eligible to receive the services. In

### **TARGETING CRITERIA: What criteria do we use to determine student eligibility?**

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.

During our MTSS meeting, the team looked at iReady diagnostic data for Reading and Math. We are able to identify students in need of intervention and support in these content areas. In addition, we look at students who are eligible for Mc-Kinney Vento Services, Migrant Education Program and students identified as English Language Learners and ensure that we are meeting their needs. Triangulating behavior data and attendance data is part of our process to figure out what students are most at risk. 100% of our students qualify for free meals so we automatically include this factor.

### **TARGETED SERVICES: What interventions or services are students receiving?**

Please describe the specific services eligible students will receive.

During summer programming, the mathematics and reading instructional programs are determined based upon identified need as determined by the iReady Diagnostic Assessment and SBAC strand data. Priority standards are selected and staff meet to collaborate upon instructional programming that targets the identified standards and incorporates hands-on STEM activities to enhance instructional outcomes. The instructional program is delivered in a workshop style format with strategic chunking of content that incorporates a balance between direct instruction and inquiry based learning activities that are team taught by strategically partnered groups of

### **TARGETED SERVICES: How are these services supplemental?**

Please describe how the targeted assistance program is supplemental for students in addition to Services are supplemental as they are offered during summer for specific students, not during the regular school year.

### **PROFESSIONAL LEARNING: How are we supporting staff?**

Describe the professional learning opportunities provided to support staff in implementing

Job embedded coaching by district math coach, as well as OMS instructional coach, in the areas of math and language arts. Ontario School District has a professional development plan that supports this work very well. Lesson design has been a major focus of the professional development. Coaches can be seen co-planning, co-teaching a lesson, analyzing data together; it's all about ongoing support for teachers.

## FAMILY ENGAGEMENT

Engagement with families is a critical component to school planning and meeting school goals. Families, Parents and Guardians of eligible students should be annually informed of their student's participation, as well as their rights and opportunities to be involved. This tab is used to document the engagement efforts conducted and underway.

### **Annual Title I-A Meeting:**

All Title I-A schools must host an annual meeting with families to discuss the targeted assistance plan, inform families of their rights under Title I-A, and discuss opportunities for involvement in school activities.

### **What do we share with families at the annual meeting? How do we communicate about opportunities for family involvement in school activities?**

During the annual meeting, we share information about being a TAS school. In addition, we share their rights under Title I-A and discuss the proposed plan for parent engagement. Families can provide feedback regarding parent engagement activities for the school year. We also orient families to what the iReady diagnostic is and how to understand the diagnostic scoring and anticipated growth.

In addition, we teach families how to access iReady and Google Classroom from home in order to be informed about their students progress.

Our goal is to also sign families up and teach them how to navigate ParentVue which is the platform where they can monitor their student's grades, absences, assignments, etc.

We communicate with families throughout the school year by using the platform Remind. Parents receive our updates and messages in a language they understand.

### **Family/Student/School Compact:**

The compact is a shared understanding of how families, students, and school staff are all responsible for assisting students in academic achievement.

### **How are families involved in the design of compacts? How are compacts discussed with families and students?**

During the annual meeting, families are provided with a draft of the previous year compact. Families and students have the opportunity to provide feedback and modify the compact. Feedback is taken into consideration and compact is modified accordingly. During parent teacher conferences, compacts are shared and signed.

### **Building Parent/Guardian Capacity:**

All Title I-A schools must provide a variety of opportunities and activities to support families in supporting their student's learning. This should include both in person events and resources for home activities.

**What are the strategies we use to help families support their student's learning?**

Providing information to orient families to our systems at Ontario Middle School. Events such as Open House, Parent Teacher Conferences, Four Year High School Planning meeting allow us to not only provide information but work alongside the family to solve any challenges they may be encountering supporting their student. We share information with families about outside resources they can access if needed; we find that the basic needs of the families need to be met in order for them to engage in helping us support their student at home. We live in a high poverty area and our families are under chronic stress so anything we can do to alleviate this will in turn end up benefiting the student positively. We share our school routines with families so that they can replicate some of them at home. We also work on empowering the parents to actively support their student.

**What are the steps the school takes to remove barriers to participation?**

Describe how the school removes potential barriers to ensure authentic participation by all parents/guardians and families.

Provide interpreters as needed

Communication with families in their home language(s). Providing transportation when needed. Adjusting event times to when families can attend.

**Variety of activities at times and locations convenient to families (e.g.; in person/virtual/website):**

Hosting events in the evenings when parents are not working. Events are in person but parents also get lots of information through the Remind App.

**Online Presence: Please provide the website link to your targeted assistance plan.**

**Childcare: Do we offer options for families to bring small children to meetings or activities?**

When we advertise a parent engagement event, we include the fact that we will provide childcare. Staff design educational/enrichment activities the younger children can do while parents are participating in the parent engagement event.

## STUDENT PROGRESS MONITORING

Purpose: Targeted assistance schools must set criteria by which students may exit from the program. This exit process depends on the selection criteria and individual student performance. In order to provide equal access to all children, it is important for each school to have clearly delineated the processes and criteria that will be used to move children in and out of Title I programs.

### **Reviewing our Plan: What is our process for reviewing the progress of eligible students?**

Describe the process and frequency for reviewing student progress and making adjustments to the program when needed.

Teachers differentiate instruction and modify as needed for students. MTSS meetings each trimester allow for placement in a lab where additional support can be given. Summer school data is analyzed at the end of programming to evaluate growth and plan on adjustments.

### **Exit Criteria: How do we know when specific students no longer need these services?**

Please describe performance criteria that will indicate a student is no longer eligible for services.

In order for a student to no longer be eligible, they will be at benchmark in iReady, as well as meeting or exceeding on SBAC.