

ARKANSAS COMPREHENSIVE SCHOOL IMPROVEMENT PLANNING (ACSIP)



Title I Program Models (Sections 1115 and 1114 - A Comparison)

<i>Schoolwide Program Model</i>	<i>Category</i>	<i>Targeted Assistance Program Model</i>
A school is eligible to become a schoolwide Title I program school if it has a poverty level of at least 40 percent and receives Title I funding .	School Eligibility	A school is eligible for a targeted assistance Title I program (TAS) if it serves an eligible Title I school attendance area. .
A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, especially those who are low-achieving, demonstrate proficient and advanced levels of achievement on the state academic achievement standards.	Purpose of Program	A targeted assistance school assists participating children (those who meet eligibility criteria) in meeting the state's proficient and advanced levels of performance by using effective methods and instructional strategies based on scientifically based research. All schools ranking into Title I for the first time operate a TAS program
All or the majority of staff agree to commit to the schoolwide process. One-year of planning is generally required. A Comprehensive Schoolwide Plan must be developed for reforming the total instructional program in the school. The plan is reviewed annually and updated as needed.	Planning	Plan includes a general description of targeted assistance school activities to support students identified as eligible for services. Plan includes criteria for student eligibility. Title I staff collaborates with classroom teachers to address the needs of identified students. The plan is reviewed and revised as necessary.
The plan must be developed in consultation with the LEA and its support team and other technical assistance providers. It must be developed with involvement of parents and individuals who will carry out the plan, including teachers, principals and administrators and other community members.	Plan Development	To be based on the annual needs assessment with input from teachers, staff and parents
Schoolwide programs must coordinate resources with other programs. Programs are also given the option to combine or consolidate Title I funds with other funds (federal, state, and local) to upgrade the entire educational program of the school.	Allowable Expenditures (Program Coordination and Consolidating Funds)	Targeted Assistance programs should coordinate Title I, Part A resources with other resources. Consolidating or commingling of funds is not allowed.

<p>Title I funds are used to upgrade the entire educational program as identified through the school’s comprehensive needs assessment. All students are considered Title I students and are eligible to participate in all aspects of the program. The statute requires schools to particularly address the needs of low-achieving children and those at-risk of not meeting the state student academic achievement standards. Title I funds are used only to supplement the amount of funds from non-federal sources. Overall, services must be extra to all students.</p>	<p>Student Services – Supplement, Not Supplant</p>	<p>Title I funds are only used to directly support programs for eligible children, (i.e. children who are failing or at risk of failing to meet the state’s standards). A targeted assistance school is required to identify participants in the Title I program using educationally-related, objective, and uniformly applied criteria. Title I funds must be used to provide programs that are in addition to, or supplement, the educational services that would be provided in the absence of Title I funding.</p>
<p>All personnel are considered Title I. A semi-annual certification is required. These “Blanket Staff Certifications” should list the name of every schoolwide employee and be signed by the principal once every six-months to attest that all identified employees worked solely on the schoolwide plan.</p>	<p>Record Keeping- Time and Effort:</p>	<p>Personnel (teachers, paraprofessionals, and other staff) that are paid with Title I funds or other federal funds are required to document the time and effort they spend within that program. The portion of the Title I paid salary should be reflective of the time and effort the individual has put forth for that program. Personnel working solely on federal programs are generally required to maintain periodic certifications, in which they attest every six months that they worked on a single federal cost objective. Employees working on multiple cost objectives are required to maintain monthly personnel activity reports.</p>
<p>All core academic teachers must be highly qualified (HQT) in the area(s) they are teaching. All paraprofessionals teaching in a Schoolwide Program School are considered to be Title I paraprofessionals and must meet the HQT qualifications for paraprofessionals.</p>	<p>Teacher Qualification</p>	<p>All core academic teachers must be highly qualified in the areas they are teaching. Only paraprofessionals paid directly with Title I funds must meet the paraprofessional qualifications.</p>
<p>Schoolwide programs are subject to school improvement provisions and must comply with Title I requirements for parent involvement and professional development.</p>	<p>School Improvement, Parent Involvement, & Professional Development</p>	<p>Targeted Assistance school programs are subject to school improvement provisions and must comply with Title I requirements for parent involvement and professional development. Professional development paid for with Title I funds may include any teachers that serve Title I students at some point in the day, not just those teachers paid with Title I funds.</p>

<p>Ten components for a schoolwide program:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school based on information on the performance of children in relation to the state content and performance standards. • Schoolwide reform strategies that provide opportunities for all children to meet the State's advanced and proficient levels of student performance, use effective methods and instructional strategies, and address the needs of all children in school. • Instruction by highly qualified teachers and strategies to attract highly qualified teachers. • High quality, ongoing professional development for teachers and paraprofessionals (and where appropriate, pupil services personnel, parents, principals, and other staff). • Measures to include teachers in making decisions regarding the use of academic assessments. • Strategies to increase parental involvement especially in helping their own children do well in school, as well as involvement in the planning, implementation, and evaluation of the schoolwide program. • Plans for assisting preschool children in the transition from early childhood programs to local elementary programs. • Strategies to identify and ensure timely assistance to students who experience academic difficulties. • A description of how the school will use resources under Title I and other sources to implement the above components. • A listing of funding from other state and federal programs that will be included in the schoolwide program. 	<p>Program Components</p>	<p>Eight components for a targeted assistance program:</p> <ul style="list-style-type: none"> • Use of Title I resources to help participating children meet the state's student performance standards expected for all children. • Ensure that planning for students in the targeted assistance program is incorporated into existing school planning. • Be based on effective strategies for improving achievement of children. • Use effective instructional strategies that give primary consideration to extended learning time; help provide an accelerated, high-quality curriculum; and minimize use of the pull-out model. • Coordinate with and support the regular educational program. • Provide instruction by highly qualified professional staff. • Provide opportunities for professional development for administrators and for teachers and other school staff who work with children in the targeted assistance program. • Provide strategies to increase parental involvement, especially in helping children do well in school. • Coordinate with other federal, state, and local services and programs.
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