

SIAP Program Requirements

Title I Schoolwide



A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

In the SIAP, describe how selected strategies will:

1. provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards;
2. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
3. address the needs of all children in the school, but particularly the needs of those at risk of not meeting challenging State academic standards, through activities which may include—
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education;
 - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
 - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;

- a description of if programs are consolidated, the specific SEA and LEA programs and other Federal programs that will be consolidated in the schoolwide program

Title I Targeted Assistance

In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

TARGETED ASSISTANCE SCHOOL PROGRAM.—To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards.

Ensure that the SIAP includes:

1. A description of how resources will be used to help eligible children meet challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
2. The objective criteria that will be used to determine which students will be served in the Targeted Assistance program.
3. Methods and instructional strategies to strengthen the academic program for eligible students through activities, which may include expanded learning time, before- and after-school programs, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act; if school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.
4. How the Title I Program is coordinated with and supports the regular education program, which may include services to assist preschool children in the transition from early childhood education programs;
5. Professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in the Targeted Assistance program.
6. Strategies to increase the involvement of parents of eligible children.
7. If appropriate and applicable, coordination and integration of Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education

programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities

8. Provide an accelerated, high-quality curriculum;
9. How the program will minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
10. On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet challenging State academic standards

School Improvement

Schools in the lowest 5% of schools, based on the A-F Accountability System, are identified as Comprehensive Support and Improvement (CSI) Schools. CSI schools are supported by the Support and Innovation Unit. Targeted Support and Improvement (TSI) Schools are identified based on low achievement or achievement gaps between subgroups.

SIG School Requirements

1. Needs statements, desired outcomes, strategies and actions steps to address identified primary needs from CNA.
 - a. Include strategies/elements in the selected model (Transformation, Turnaround, Early Learning, and Whole School Reform)
 - b. Use evidence-based programs, strategies and/or interventions
2. Required SMART Goals o AzMERIT-All students ELA and Math achievement
 - a. AIMS –All students Science achievement o Subgroup ELA and Math achievement goals to address low achievement
 - b. Leading and lagging indicators goals as indicated by CNA

Comprehensive and Targeted Support and Improvement School Requirements:

1. Need statements, desired outcomes, strategies and actions steps to address identified as primary needs from CNA
2. Use evidence-based programs, strategies and/or interventions
3. Required SMART Goals
 - a. AzMERIT-All students ELA and Math achievement
 - b. AIMS Science –All students Science achievement
 - c. Subgroup ELA and Math achievement goals to address low achievement
 - d. Leading and lagging indicators goals as indicated by CNA