

This is what will appear when the Targeted Assistance section first opens. If a user cannot create or see these sections, it is most likely a rights issue. Please contact MTW, the Grants Management Team or the Title Contact for the district for help with that issue. The tabs represent the sections of the Targeted Assistance Program Application that need to be completed for each school. To navigate to each section, simply click on each tab and answer the questions.

The first part of the page is the Reading Goal. As the user scrolls down the page, the Math Goal and Other Goal pieces will also appear. **Be sure to click Save Page before navigating from this tab. If the user leaves the page without clicking on Save Page, all changes will be lost.**



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Applicant: 003

Application Cycle: 2015-2016 Targeted Assistance Program - Original Application

Project Period: 7/1/2015 - 6/30/2016

Targeted Assistance Program ▾

Printer-Friendly
Click to Return to Sponsor Select
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Targeted Assistance

Submit

Amendment Description

Application History

Page_Lock Control

Application Print

Goals

Targeted Assistance Narrative

Professional Development

Parent Involvement and Engagement

Goals [Instructions](#)

Selection of Goals:
School level performance goals should be specific, measurable, attainable, realistic, and timely. Goals for increased student achievement should be selected based upon an analysis of the data within the needs assessment. These goals should be stated in terms of desired student growth in specific areas, should be broad enough so that the most faculty will have some responsibility for implementing the goals, and should be addressed in ways that involve all students. A reading and a math goal are required.

Save Page

Progress should be defined using the following key: 1 - Accomplished; 2 - Considerable Progress; 3 - Some Progress; 4 - No Progress; 5 - Discontinued

Reading Goal:

#	Strategy Description	Staff Responsible	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal <small>(0 of 500 maximum characters used)</small>	Month Initially Evaluated	Progress
1.	<input style="width: 95%;" type="text"/>	<input style="width: 95%; height: 30px;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>			
2.	<input style="width: 95%;" type="text"/>	<input style="width: 95%; height: 30px;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>			
3.	<input style="width: 95%;" type="text"/>	<input style="width: 95%; height: 30px;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>			
4.	<input style="width: 95%;" type="text"/>	<input style="width: 95%; height: 30px;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>			
5.	<input style="width: 95%;" type="text"/>	<input style="width: 95%; height: 30px;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>			

Progress should be defined using the following key: 1 - Accomplished; 2 - Considerable Progress; 3 - Some Progress; 4 - No Progress; 5 - Discontinued

Math Goal:

Strategy Description	Staff Responsible	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal	Month Initially Evaluated	Progress
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used) <input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used) <input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used) <input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used) <input type="text"/>	<input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used) <input type="text"/>	<input type="text"/>	<input type="text"/>

Progress should be defined using the following key: 1 - Accomplished; 2 - Considerable Progress; 3 - Some Progress; 4 - No Progress; 5 - Discontinued

Goal 3:

Strategy Description	Staff Responsible	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal	Month Initially Evaluated	Progress
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used) <input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used) <input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used) <input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used) <input type="text"/>	<input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(0 of 500 maximum characters used) <input type="text"/>	<input type="text"/>	<input type="text"/>

Progress should be defined using the following key: 1 - Accomplished; 2 - Considerable Progress; 3 - Some Progress; 4 - No Progress; 5 - Discontinued

Goal 4:

Strategy Description	Staff Responsible	Begin Date	End Date	Assessment of Strategies Progress Towards Stated Goal	Month Initially Evaluated	Progress
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Targeted Assistance Narrative Tab

This is what the page looks like prior to any answers being entered.

Targeted Assistance	Submit	Amendment Description	Application History	Page_Lock Control	Application Print
Goals	Targeted Assistance Narrative	Professional Development	Parent Involvement and Engagement		

[Click to return to menu list / sign out](#)

School Narrative [Instructions](#)

- Describe the Title I Targeted Assistance program. Include the number and FTE of Title I staff (Teachers and paraprofessionals), how students are identified and what specific type of program is being operated (i.e. Pull-out, Push-in, Replacement, Extended day)
(0 of 2000 maximum characters used)
- All teachers in the Title I program are highly qualified.
 Yes No
- Is there an accurate, signed 1119 verification form on file in the school office?
 Yes No
What is the date on the form?
- The school assures paraprofessionals work under the direct supervision of highly qualified teachers to support instruction.
 Yes No Not Applicable
- Briefly describe additional support available to students who are not making the expected progress.
(0 of 2000 maximum characters used)
- Does the school provide summer school? [Section 1115(c)(1)(C)(i) of ESEA]
 Yes No

[Save Page](#)

If the user chooses “No” on questions 2-4, further answers are required. If the user chooses “Yes” on question 5, a description is also required.

Be sure to click Save Page before navigating from this tab. If the user leaves the page without clicking on Save Page, all changes will be lost.

Goals	Targeted Assistance Narrative	Professional Development	Parent Involvement and Engagement
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School Narrative [Instructions](#)

- Describe the Title I Targeted Assistance program. Include the number and FTE of Title I staff (Teachers and paraprofessionals), how students are identified and what specific type of program is being operated (i.e. Pull-out, Push-in, Replacement, Extended day)
(0 of 2000 maximum characters used)
- All teachers in the Title I program are highly qualified.
 Yes No
(0 of 1000 maximum characters used)
- Is there an accurate, signed 1119 verification form on file in the school office?
 Yes No
Explain why there is no form. (0 of 1000 maximum characters used)
- The school assures paraprofessionals work under the direct supervision of highly qualified teachers to support instruction.
 Yes No Not Applicable
Explain how paraprofessionals are utilized. (0 of 1000 maximum characters used)
- Briefly describe additional support available to students who are not making the expected progress.
(0 of 2000 maximum characters used)
- Does the school provide summer school? [Section 1115(c)(1)(C)(i) of ESEA]
 Yes No
Please explain the program and include when the program operates during the summer along with the number of FTEs for Teachers and Paraprofessionals. The explanation should include when the program operates during the summer. (0 of 2000 maximum characters used)

Save Page

If a user tries to leave the page without saving, this message will display.

The screenshot shows a web browser window with the address bar displaying <https://sddoe.mtwgms.org/SDDOEGMSWeb/ApplicationShell.aspx?DisplayName=Targeted%20Assistance%20Narrative>. The browser tabs include 'Grant Application', 'DOE Educational Se...', 'MTW GMS - Grants ...', and 'South Dakota'. A 'Confirm Navigation' dialog box is centered on the screen, containing the text: 'There is unsaved data on the form. Are you sure you want to leave?' and 'Are you sure you want to leave this page?'. Below the text are two buttons: 'Leave this Page' and 'Stay on this Page'. The background page is a grant application form for a 'Targeted Assistance Program'. It includes fields for 'Applicant: 003', 'Application: 2015-2016 Targeted Assistance Program - Original Application', and 'Cycle: Original Application'. The form has several sections: 'Targeted Assistance', 'Goals', 'Targeted Assistance Narrative', 'Professional Development', and 'Parent Involvement and Engagement'. There are also buttons for 'Submit', 'Amendment Description', 'Application History', 'Page Lock Control', and 'Application Print'. A 'School Narrative' section is visible at the bottom, with the instruction: '1. Describe the Title I Targeted Assistance program. Include the number and FTE of Title I staff (Teachers and paraprofessionals), how students are identified and what specific type of program is being operated (i.e. Pull-out, Push-in, Replacement, Extended day)'. The browser's address bar also shows 'state Login Login' and 'Student Teacher Ac...'. The browser's toolbar includes 'Betsy', a search icon, and a 'Print-Friendly' link.

Professional Development Tab

If a district has a Professional Development Plan with all of the required components, it may be uploaded. However, if the uploaded document does not meet the requirements, the narrative question will need to be completed.

Targeted Assistance	Submit	Amendment Description	Application History	Page_Lock Control	Application Print	Click to Return to Menu List / Sign Out
Goals	Targeted Assistance Narrative	Professional Development	Parent Involvement and Engagement			

Professional Development

[Instructions](#)

PROFESSIONAL DEVELOPMENT - Professional development opportunities must be provided for staff, relative to the determined needs. Options for training and support need to be available for parents and community as well.

Briefly describe the school level Professional Development and how it aligns to the goals and needs of the school, as well as the district goals, along with how it was decided on.

(0 of 2000 maximum characters used)

Optional - Upload school level Professional Development plan.

Choose File No file chosen

No files are currently uploaded for this page.

[Upload](#) [Delete Selected Files](#)

[Save Page](#)

Parent Involvement and Engagement Tab

Targeted Assistance	Submit	Amendment Description	Application History	Page_Lock Control	Application Print
Goals	Targeted Assistance Narrative	Professional Development	Parent Involvement and Engagement		

Parent Involvement and Engagement

[Instructions](#)

Assurances:

- The school assures it will provide activities/strategies to increase parental involvement.
- The school assures a school level Parent Involvement Policy is annually reviewed and revised with parent input. [Section 1118 (c)(3) of ESEA]
- The school assures a school level Parent Involvement Policy is distributed to parents.
- The school assures a Parent/School Compact is distributed. [Section 1118 (d) of ESEA]
- The school assures an annual meeting is held to inform parents of their school's participation in Title I, requirements of the program, and how to become involved in the program. [Section 1118(c)(1)(C)(i) of ESEA]

Briefly describe what family and community engagement looks like in the school.

(0 of 2000 maximum characters used)

[Save Page](#)