(S-1) Title IA- Additional Targeted Support and Improvement (ATSI) Plan

As a pass-through entity for Federal education funds, the Maine Department of Education (Maine DOE) has prepared this guidance document to assist Federal program subrecipients in adhering to the statutory requirements for the Title I, Part A program.

The information provided in this document serves as general guidance provided by the Maine DOE. Subrecipients under the Title I, Part A programs should refer to the full text of the regulations which govern the use of these federal funds, which can be found at under the Elementary and Secondary Education Act and within the Code of Federal Regulations.

Subrecipients of Federal funds are solely responsible for meeting all applicable Federal regulations.

Definitions:

Additional Targeted Support and Improvement Plan: A school improvement plan that is developed and implemented for any public school (Title I or non-Title I) in which at least one student population is experiencing challenges across all indicators under Maine's Model of School Supports (MMSS)-Maine's State Accountability System.

Statutory Requirements: Elementary and Secondary Education Act: Section 1111 (2)(d)(B-C)

State Guidance:

Federal laws require SAUs to develop, implement, and monitor school improvement plans for schools that have been identified for ATSI supports.

When undergoing the development of the ATSI plan each SAU and identified school should institute the following best practices:

- Engage a diverse group of stakeholders (administrators, teachers, families, community members, etc.) in the process.
- Analyze most recent years' worth of data to determine the goals, activities, and instructional programs that will best meet the needs of all children in the school (particularly those student populations that are not meeting all indicators in Maine's Model of School Support.

- Plan for high-quality supplement instructional programming and ongoing professional development that will help address the greatest student needs.

Plan Requirements:

- Is developed in partnership with stakeholders including principals, other school leaders, teachers, and parents).
- Identifies resource inequities (may include a review of school administrative unit and school level budgeting) which are addressed through the implementation of the plan.
- Is informed by all indicators in Maine's Model of School Supports and student performance against state-determined long-term goals.
- Conducts school needs assessment
- Includes evidence-based interventions.
- Is approved by the school administrative unit (SAU) prior to implementation of the plan.
- Is monitored, upon submission and implementation, by the SAU.
- Results in additional action following the unsuccessful implementation of the plan after a number of years determined by the SAU.

Relevant Documentation:

To demonstrate having met the statutory requirements outlined above, the SAU may provide the Maine DOE with the following type(s) of documentation:

- Most updated ATSI plans clearly identified for each ATSI identified school. The plan must include all statutory requirements. Schools can use their own templates or can use the ATSI plan template available on the Maine DOE website.

Technical Assistance:

Please feel free to contact the school improvement coordinator at the Maine DOE if you have any questions related to the contents of this document or the requirements for leveraging these Federal funds.

Resource Allocation Review (RAR) Guidance and Template

ESSA Section 1111 (d)(2)(C) requires the identification of resource inequities for school identified for Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI). This guidance and template can be used to help schools identify their resource inequities and determine next steps to address their identified resources inequities.

Purpose: Resource equity is the allocation and use of resources such as **people, time, and money** to ensure rigorous and empowering learning outcomes for **ALL** students. Conducting a resource equity review helps to identify, prioritize and address inequities

Factors to Considers*: Direct Impact and Indirect Impact on students

Direct Impact

- *Teaching Quality*-Ensure that students with greater needs have at least as much access to excellent teaching, if not more
- *Empowering, Rigorous Content*-All students have access to curriculum aligned with empowering, grade level standards
- *Instructional Time & Attention*-All students are held to a high standard as evidenced by their grades and state assessment scores
- *Early Intervention*-Early Intervention keeps students on track; more effective than trying to catch students back up once they have fallen behind
- *Early Learning*-Access to high-quality pre-K programs are among the most impactful strategies to improve student outcomes
- *Whole Child Approach*-Students need social, emotional, and academic development skills and competencies to participate in rigorous learning
- *Family Academic Engagement*-Parent/caregiver interest and involvement in their child's academic work can have profound effects on attendance, behavior, achievement, and graduation rates.

Indirect Impact

- *School Funding*-Extra dollars only matter when they are used well
- *School Leadership Quality*-School leaders impact the entire school
- *Diverse & Inclusive Schools*-Increase school diversity through student assignment, choice, or magnet policies
- *Learning Ready Facilities*- Leaders must weigh investing in new facilities along with other dimensions of resource equity

*Resource: The 10 Dimensions of Resource Equity published Alliance for Resource Equity
https://educationresourceequity.org/dimensions-of-equity/

Overview of RAR:

- Based on the resources outlined in the Resource Allocation Review, what resource inequities have emerged? Do the resources address the needs of the identified student populations?
- Are there additional resources and/or CSI (school improvement) plan revisions (goal, initiative, action steps) that are needed to address the needs of the identified student populations?
- How are identified resources being addressed in the CSI (school improvement) plan?

Direct Student Impact

List Discussion/Conversation Participants:

Date(s):	**Identified Student Populations**	**Consideration of Core Instruction**	**Ideas to Address Inequity**	**Notes**
Teaching Quality				
Empowering, Rigorous Content				
Instructional Time/Attention				
Positive School Climate				
Student Support/ Intervention				
High Quality Early Learning				
Family Academic Engagement				

Indirect Student Impact

List Discussion/Conversation Participants:

Date(s):	**Identified Student Populations**	**Consideration of Core Instruction**	**Ideas to Address Inequity**	**Notes**
School Funding				
School Leadership Quality				
Inclusive Schools				
Learning Ready Facilities				