

# Desktop Monitoring Instrument (DMI) Cycle 4

The screenshot shows the Utah State Board of Education Desktop Monitoring Instrument (DMI) Cycle 4 interface for USBE District. The page title is "Utah State Board of Education - Desktop Monitoring Instrument 2019-2020". The user is logged in as "Val" and has access to "Logout", "My Application", and "Help". The current LEA is "USBE District". The page is titled "TITLE I - CYCLE 4 (2)" and shows a "Change status to Received" button. The "INSTRUMENT OVERVIEW" section displays the following data:

Category	Count
Status: Submitted	1
Meets Requirements	0
Resolved	0
Due Date	11/7/2019 11:11:44 AM
In Progress	6
Withdrawn	0
Last Update: System Administrator	Does Not Meet Requirements (0)
Not Monitored	0
Resubmitted for Review	0
Items	6

The "Team Leader" is Val Murdock. The "LEA Submitters" and "SEA Reviewers" are also listed as Val Murdock. The page includes a "Print Instrument Report" button and a table of questions with responses:

Questions	Response
Do you have approved Schoolwide programs in your LEA?	No
Do you have approved Targeted Assistance programs in your LEA?	Yes

At the bottom, there is a footer with the text: "About Utah State Board of Education Home For questions related to the Utah Tracker, please email DMI.HelpDesk@schools.utah.gov."

2022-23 School Year:

- Schoolwide Plan
- Targeted Assistance Program

ADA Compliant 3/29/2023

UTAH STATE BOARD OF EDUCATION



# DMI Cycle 4 - The Purpose of Title I

To provide **all** children **significant** opportunity to receive a **fair, equitable, and high-quality** education, and to **close** educational achievement **gaps**.

ESEA, Sec. 1001



# DMI Cycle 4

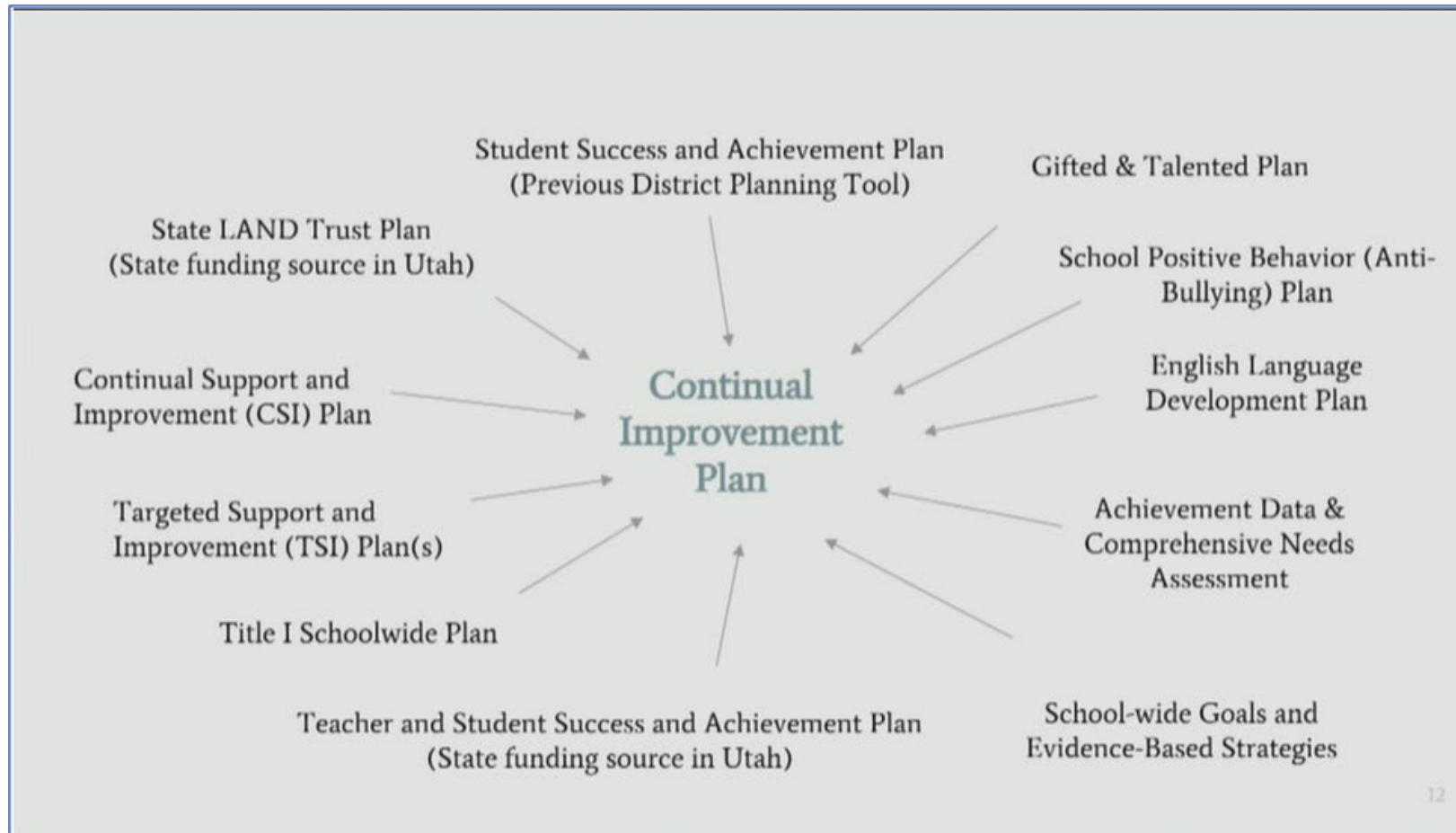
**all / significant / fair / equitable / high-quality / close gaps**

- **Schoolwide (SW) Plan Requirements**

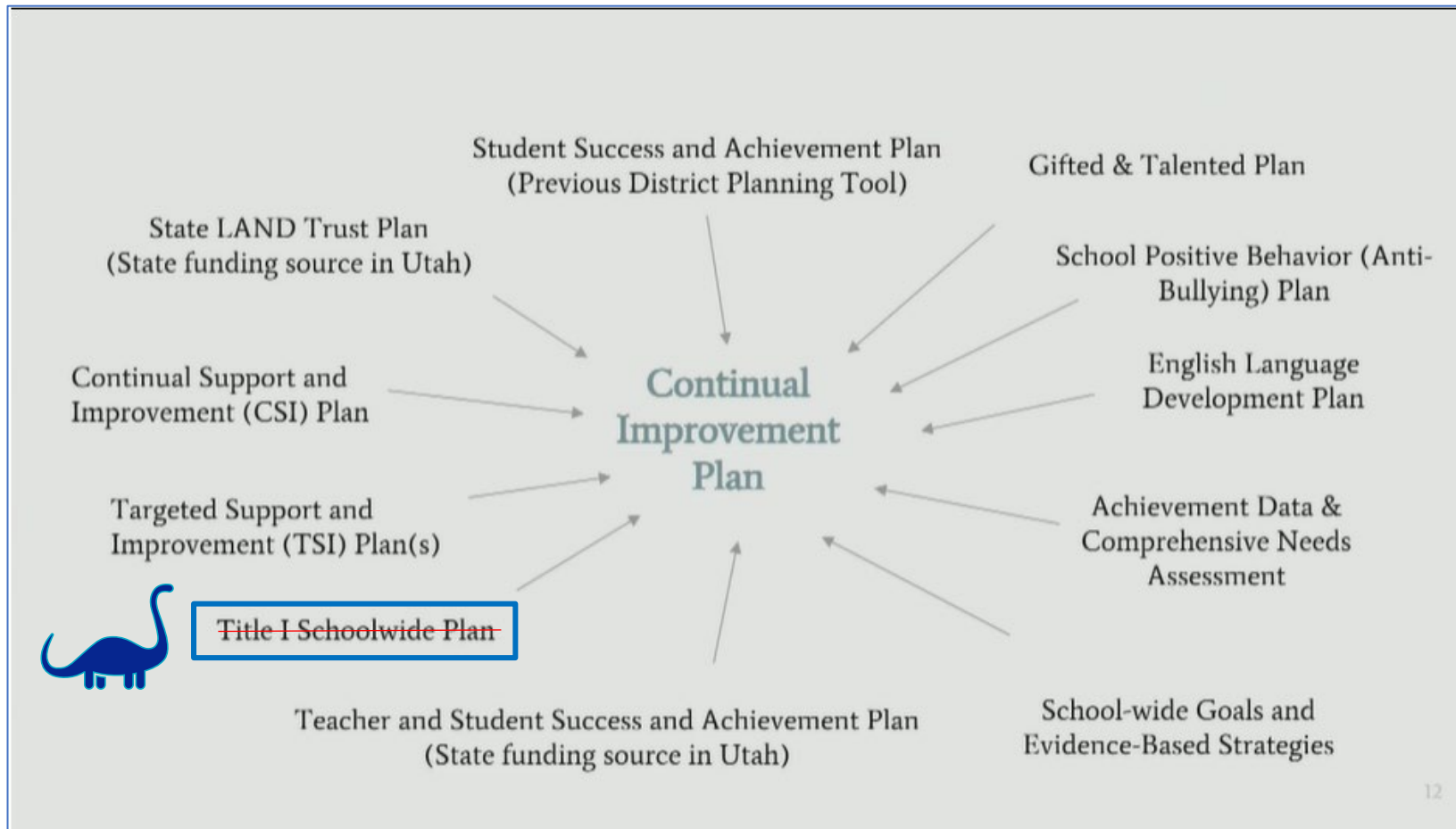
- **Targeted Assistance (TA) Program Requirements**



# Schoolwide Plan



# Schoolwide Plan



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# Schoolwide Plan Requirements

- A. Comprehensive Needs Assessment (CNA) – ESEA Sec. 1114(b)(6)
- B. Stakeholder Planning Team – ESEA Sec. 1114(b)(2)

Stakeholder Title	Stakeholder Name	Signature
Parents/Family Members		
Community Members		
Teachers		
Principal/Director		Are signatures required?
Paraprofessional(s) (if applicable)		
LEA Representative		
Tribal Member (if applicable)		
Sec. Student(s) (if applicable)		



# Schoolwide Plan Requirements

- A. Comprehensive Needs Assessment (CNA) – ESEA Sec. 1114(b)(6)
- B. Stakeholder Planning Team – ESEA Sec. 1114(b)(2)
- C. Goals/EB Strategies for Priority Needs – ESEA Sec. 1114(b)(7)
- D. Plan Monitoring and Revision – ESEA Sec. 1114(b)(3)
- E. Coordination and Integration of Resources – ESEA Sec. 1114(b)(5)



# Schoolwide Plan Requirements Sec. 1114(b)(4)

## Availability

- A. To the local educational agency (LEA)
- B. To Parents
- C. To the public (Example [Timpanogos Elem.](#))

## Format/Language

- D. In an understandable and uniform format
- E. Provided in a language that parents can understand (to the extent practicable)





# DMI Cycle 4 - LEAs with **SW** Schools

## **Upload evidence of one school's:**

- Comprehensive Needs Assessment and/or thorough summary of the CNA
- Schoolwide Improvement Plan with:
  - All required elements
  - Demonstrate coordinated/integrated resources
- Respond to prompts regarding:
  - Availability
  - Format



# Targeted Assistance Program Requirements

A. Multiple, educationally related, objective **criteria for identifying students with greatest need** – ESEA Sec. 1115(a) and 1115(c)(1)(B)

Vs.

**R277-708-2.** "At-risk of academic failure" means a k-12 public school student who meets an **LEA governing board's approved definition of at-risk** of academic failure.



# Targeted Assistance Program Sec. 1115(b)(4)

- A. **Identify** students who will be served
- B. **Serve** students identified as eligible by:
  - 1. Using **resources** to support identified students
  - 2. Using **strategies** to strengthen the academic program of the school
- C. **Coordinate with** and support the **general education** program
- D. Provide **professional development**
- E. Implement strategies to increase **parent involvement**
- F. **Coordination** and **integration** of services and programs



# Targeted Assistance Program Sec. 1115(b)(4)

## G. Ensure the school:

1. Provides an **accelerated, high-quality curriculum**;
2. **Minimizes the removal** of children from the regular classroom
3. On an **ongoing basis, reviews the progress** of eligible students



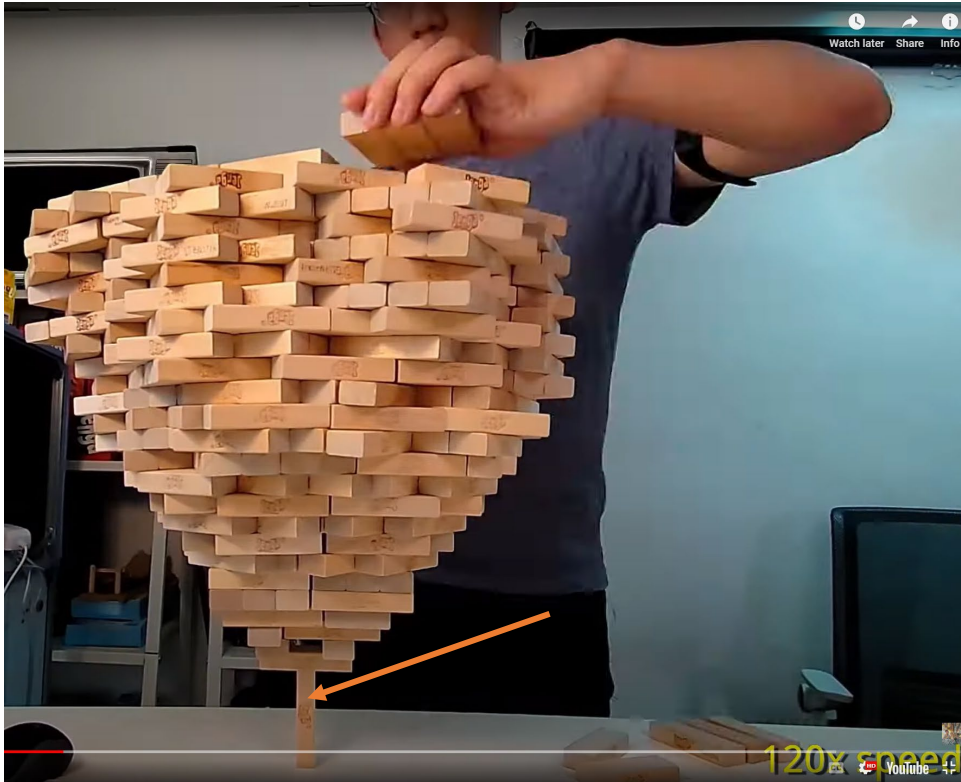
# DMI Cycle 4 - LEAs with TA Schools

## Respond to prompts/describe one school's:

- **Criteria** for identifying students
  - How **progress is monitored** in an **ongoing** way
- **Services** provided
  - How **removal from Tier 1** is **minimized/eliminated**
- **Coordination** with general education
- **Professional learning** opportunities
- **Strategies for Involve/engagement** parents



# What is the Basis of a **SW** & **TA** Plan/Program?



- A. Available resources
- B. Student needs
- C. Prior year's goal progress
- D. Stakeholder input



# What is the Basis of a **SW** & **TA** Plan/Program?



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