



Sperry Elementary School

TITLE I TARGETED ASSISTANCE-PLAN 2018-2019

Targeted Assistance Plans should be kept on file at the school and district sites. Copies may be requested for monitoring purposes.

Consultation Team Members

Name	Title	Stakeholder Group
Brent Core	Chairperson – Federal Programs	School Leadership Team
Richard Akin	Elementary Principal	School Leadership Team
Traci Taylor	Assistant Elem Principal	School Leadership Team
Diane Krumm	Reading Specialist	Faculty
Connie Alsabrook	Reading Specialist	Faculty
Dawn Williams	Math Teacher	Faculty
Sonya Jobe	Elementary Teacher	Faculty
Adam Stang	Parent	Parent/Community Representative

Student Selection

Teacher recommendation, classroom performance, student achievement scores from state assessments, standardized test scores and diagnostic assessments are used to identify eligible students. The assessment procedure is ongoing and eligibility may be determined throughout the year.

Services will be rendered to the students in need based on the school’s three-tier plan.

All students are eligible to meet the participation requirements in the district’s Title I programs regardless of other programs in which they may participate. At the K-5 level, numerous funding sources are used to assist the students to succeed as early as possible. Reading Sufficiency, Class Size Reduction, Indian Education, and Title I funds and services are strategies used for early intervention with students.

Students are served without regard to sex, race, or national origin.

Describe the ongoing process of monitoring students including how new students are assessed and ranked and how students are monitored to exit the service.

Sperry Elementary utilizes State assessments and Literacy First assessments as diagnostic placement tools as well as summative evaluations of achievement. A teacher may use the information provided by these two assessments to guide their daily instruction and as a means of addressing individual student’s needs.

Additional assessments include: Brigance, Star Reading Assessment, along with teacher made tests which would serve as benchmarks in determining a student’s success.

All of the district’s efforts in using assessments are to determine student achievement. Therefore, results from the state mandated test and tests selected by the district are significant in classroom instruction and in the district’s programs.

Sperry Schools participates in the state's Reading Sufficiency Program plus the tests listed above to help insure that the students are well prepared with the necessary reading and math skills for success. Additionally, our district relies on teacher and parent referrals for students who may be behind in their reading skills.

Sperry Schools use programs such as Accelerated Reading, Star Reading and Success Maker (math and reading) as additional means for frequent assessment of students. These also provide immediate feedback to students regarding their achievement.

Additional indicators may include: observations, referrals, discipline records, parental conferences along with attendance patterns.

Students will be placed into the Title I program, provided assistance, and exited out of the program upon reaching grade level performance. Achievement gains will be monitored throughout the academic year through the use of diagnostic and formative assessments (i.e., progress monitoring, benchmark assessments, common assessments, and universal screening).

Reform Strategies

The Title I Program utilizes several Scientifically Research Based instructional strategies including, but not limited to:

- Direct Instruction in basic reading skills using teaching methods endorsed by Literacy First such as those identified in Words Their Way
- Individualized math and reading instruction using the computer based program Success Maker
- Instructional strategies from Classroom Instruction That Works second edition, including using graphic organizers, giving timely feedback, providing clues, and asking guiding questions.

These teaching strategies and programs are supplemental to instruction provided in the regular education classroom. However, it is important to note that our Title I staff meet regularly with the regular education teachers to gain feedback on student achievement and provide instructional ideas and support.

Sperry Elementary staff members complete an annual needs assessment as part of the overall school improvement process. In addition, student test data is analyzed and disaggregated throughout the year during grade level/dept. meetings to determine areas of strengths and weaknesses by subgroup and domain. Special emphasis is given to ensuring that teachers are equipped with appropriate strategies in addressing instructional needs of all students, including those eligible for special services through special education, ELL, Title I, and remedial education.

Transition Strategies

Transition	Grade(s)/Program(s) Affected	Transition Strategies/Activities	Timeline
Pre-Kindergarten to Kindergarten	Pre-K and Kindergarten	Hold Pre-K conferences with parents to discuss state and local academic goals, assessments, and expectations	End of Year
Kindergarten to First	Kindergarten and First Grade	Conference with parents of kindergarten students to communicate relevant information	End of Year
Elementary to Intermediate	Third Grade and Fourth Grade	Provide students with a tour of the intermediate building and allow them to meet their new teachers	End of Year
Intermediate to Middle School	Fifth Grade and Sixth Grade	Provide students with a tour of the middle school and allow them to meet their new teachers	End of Year
Intermediate to Middle School	Fifth Grade and Sixth Grade	Hold a parent meeting to communicate relevant information	End of Year
All transitions	All students	Consult with parents of selected students to provide opportunity for review of selection process, placement, and scheduling	Ongoing

Instruction by Highly Qualified Teachers

The elementary will work in coordination with the regular education program to provide the services mentioned above. These services will provide support and eliminate apprehension associated with transitioning to a new environment. In addition, feedback from students and parents will be used to assess and ensure these activities are supporting the needs of those who are making the transition.

Highly Qualified Teachers (HQT) and Paraprofessionals

Number of Title I Teachers	Number of HQT	Number of Non HQT
3	3	0
Number of Title I Paraprofessionals	Number of HQT Paraprofessionals	Number of Non HQT Paraprofessionals
1	1	0

Professional Development

Professional Development Activity	Date(s)	Number of Title I Participants	Description (i.e., content, duration of time)
Literacy First Workshops	As Available	2	Attend Literacy First workshops to gain addition training on research based methods of instruction and assessment
Faculty Meetings	Ongoing	4	Provide site-based training sessions after school and/or incorporated into faculty meetings for teachers to share classroom strategies & techniques that may increase comprehension. Read “ Classroom instruction that Works” as a group. Weekly discussions with grade levels.
Success Maker Training	August	4	Provide training sessions on Success Maker and how to interpret the data provided
State, Regional, and/or National Conferences	Ongoing	5	Title I certified staff and principals attend professional development workshops/conferences of nationally recognized educational organizations to improve content specific and/or instructional skills

It is district’s goal to make sure that professional development be used to increase student learning. It must be scientifically based, planned, on-going and intensive. Our district will encourage and support any professional development that meets these objectives and will cover cost and provide release time for those attending approved workshops, training, and conferences.

Parental Involvement

Part A

Invite parents to a “Back-To-School” night to meet the teacher and gain information about expectations and the curriculum

Invite parents and community to a Title I Targeted Assistance Program meeting to provide information regarding services available

Maintain the school webpage so that it is accessible and informative for parents

Communicate information to parents monthly newsletters and via student agendas

Utilize Parent Messenger to notify parents of upcoming events

Provide parents with links to the School Improvement Plan, the Title I Plan, and the School Report Card

Conduct parent conferences twice a school year to provide information on: Expectations, Student Progress, and Assessment

Invite parents to attend Pirates on Parade assemblies to observe students and celebrate successes

Encourage the joy of reading through Read Across America/Dr. Seuss celebration and activities

Invite parents and grandparents to eat lunch at various times throughout the year

Involve parents in the planning and implementation of the school Title I Plan

Involve parents on school committees

Provide opportunities for parents to volunteer in the school

Part B

The Title I staff work in conjunction with our ELL program to ensure that information is available in other languages when needed. In addition, our district is fortunate to have a faculty member who is Hispanic and is available and willing to translate during parent conferences

At a minimum, Targeted Assistance sites MUST develop and retain copies of the following documents:

- Copy of the Site Parent Involvement Policy
- Copy of the Site Parent/School Compact
- Copy of Notification to Parents of the Annual Parent Informational Meeting
- Agenda and Attendance List for the Annual Parent Informational Meeting
- Examples of School/Parent Communication
- Copy of Notification to Parents Regarding Student Achievement Reports and Test Scores

Copy of Notification of Title I Programs and Opportunities

Coordination of Title I Funds:

Title I teachers maintain a classroom inventory of all supplies and resources purchased with Title I funds. This inventory list provides identifying information about each item purchased for at least three years. Title I resources are used for the instruction of qualifying Title I students only. The Title I teachers provide instruction only to qualifying students and follow the agreed upon Targeted Assistance Plan. All students receiving Title I instructional services also receive the same instruction for core content courses as other students, no Title I instruction supplants that of the student's regular classroom teacher.

Title I Back to School Night Agenda

August 14, 2018

1. Meet with parents and discuss the Title I Math/Reading Program.
2. Provide with Title I: Improving your child's education brochure. This helps to explain what Title I is and how it works.
3. Discuss the importance of parental involvement in their child's success.
 - Brochures available for parental involvement and/or assistance:
 - a. Being Involved in Your Child's Education: suggests many ways a parent can get involved starting at home, meeting and working with teachers, and being involved with other activities.
 - b. Homework Lessons for Parents: discusses types of homework and why homework is necessary. Gives tips on setting up a study area and homework schedule. Also highlight many strategies and suggestions for parents to use to make homework the most meaningful that it can be.
 - c. Raising a Reader/Ways to Help Your Child with Math:

These brochures provide parents with many tips, strategies, and activities to help their child improve in reading/math.
 - d. Parent-Teacher Conferences: Discusses what a parent-teacher conference is and how to make the most of the conference time.
 - e. School-Parent Compacts: presents information on the schools, parents, and students part in making the most of the Title I educational opportunity.

NOTE: If you have parents who do not understand English, contact your site principal so a translator can be brought to your room.

2018-2019 Title I Parent/Community Meeting Agenda

September 18, 2018

- Welcome and Introduction of Title I staff
 - Mrs. Dawn Williams - Sperry Intermediate
 - Ms. Connie Alsbrook - Sperry Intermediate
 - Mrs. Melody Anderson - Sperry Middle School
 - Mrs. Diane Krumm – Sperry Elementary School

- Introduction to what Title I offers our students
 - Support in Reading and Math classes
 - Computer aided service with SME
 - Explain what SME offers to students and teachers
 - Reading Challenges
 - MyOn Online Reading Program
 - Accelerated Reader Books in the Library

- Criteria for being in Title I services
 - Teacher recommendation
 - Parent request
 - State assessment scores
 - SME and Literacy First
 - STAR Test
 - Study Island Diagnostic

- How can you help with your Title I student
 - Title I Power Point
 - Communication with student
 - Communication with instructor
 - Shared reading time
 - Homework assistance
 - Utilizing Title I Parent Engagement Resources

Agenda
Beginning of the Year Staff Meeting
August 13, 2018

Welcome Back!

Pass Out Binders and Documentation

Review documents provided

Cover page

School calendar

Class schedules

Duty schedules

Committee assignments

Important links (i.e. Board policy, OAS standards, TLE rubric)

Oklahoma Academic Standards

Pass out Standards of Conduct and Performance

Teacher Arrival Times –

7:30 Arrival

School Starts at 8

Dismiss at 2:40

Leave at 3:10

Breakfast in the Classroom

Go over procedures

School Supply List

Different from what you might have ask for

Let us know what you need

Lesson Plans

Turned in weekly via email discuss format

Grade Posting

Must post all grades by Friday

Review Policy for Asking for Donations

Refrigerator Work

Attendance MUST be done by 8:45

**Do NOT leave students unattended!
Willful neglect of duty**

Release Times

Don't send students to the office before 2:45

Cell Phone Usage

No Facebook messaging during the day

Cell phones need to be for emergencies only or to contact the office or administrator

Lounge Responsibility

All items in fridge and sink trashed on Friday

Personal vs. Sick Day Policy

Discuss Policy

Leaving for appointments to a minimum

We do not have enough staff to cover appointments

Fundraiser

Still being determined

Substitutes

After 3:30 call Traci

Title I Overview

How students qualify for Title I

Parent meeting – Sept. 18th

New Reading Screening Instrument preparation for 19-20 school year.

Rotations - We will rotate everyday including Fridays

Mandatory Weekly Grade Level Meetings

All grade levels will meet during plan on Thursday.

Scan and email to both of us by the required form by end of day Friday

Collaborating with your team is part of TLE

Agenda – Frequent Communication

Include positive comments

Carnival Date

Spring