



TARGETED ASSISTANCE PLAN
Every Student Succeeds Act, Section 1115

School Year: 2021-2022

DATE LAST REVIEWED
Date: 8/13/2021

DISTRICT INFORMATION	
District Name:	Sperry Public Schools
County/District Code:	72/I008
Superintendent Name:	Dr. Brian Beagles
Telephone:	918-288-7213
Email address:	bbealges@sperry.k12.ok.us

SCHOOL INFORMATION	
School Name:	Sperry Elementary
School Site Code:	105
Principal Name:	Traci Taylor
Telephone:	918-288-7213
Email address:	ttaylor@sperry.k12.ok.us
School Poverty Rate:	65%

INSTRUCTIONS
<p>Each of the six sections of the plan is composed of three parts:</p> <ul style="list-style-type: none"> • The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met. • The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under “Meets Expectations.” Corresponding points under the headings “Developing” and “Does Not Meet Expectations” are provided for the sake of clarity. • The third part is a text box where the narrative answers are to be entered. There is no word or character limit.

1. Parent and Family Engagement

By checking this box, the school principal certifies that the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]

Meets Expectation

- Specific strategies to increase parent and family engagement, especially among the families of those students identified as being most at-risk, have been identified and implemented in close correlation with the needs assessment.
- Parents and family members stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I targeted assistance plan.
- The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including parents and families of the most at-risk students.
- The Title I targeted assistance plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Developing

- Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.
- Parents and family members who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I targeted assistance plan.
- The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.
- The Title I targeted assistance plan is available in multiple languages and formats.

Does Not Meet Expectations

- Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.
- Parents and family members are advised of school decisions, including the creation of the Title I targeted assistance plan.
- The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.
- The Title I targeted assistance plan is posted in English on the school's website.

Addressing the above expectations, describe in the box below the strategies to increase family and community stakeholder involvement.

Invite parents to a back-to-school night. This event will provide an opportunity to meet teachers and gain information about school procedures and curriculum. As a COVID-19 precaution, this year's back-to-school night will be "drive-through" event.

Invite parents and community to a Title I Targeted Assistance Program meeting to provide a program overview and services provided to those who qualify.

Maintain the school website to ensure parents and community members have access to relevant information including, but not limited to, the School Improvement Plan, the Title I Plan, and the School Report Card.

Provide frequent communication to parents via student agendas and classroom letters.

Utilize various communication methods such as Remind, Parent Messenger and email to notify parents of upcoming events and relevant information.

Conduct parent conferences twice a year to provide information to parents regarding each student's progress based on formative and summative assessments.

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

Involve parents to participate in a variety of committees.



2. Needs Assessment and Student Identification

By checking this box, the school principal certifies that the targeted assistance plan was developed based on a comprehensive needs assessment taking into account data on student demographics, levels of achievement, family involvement, cultural climate, and staffing. The needs assessment includes an analysis of the strengths and weaknesses of the school and emphasizes strategies that help learners who have not yet met grade-level requirements. ESSA, Section 1115. The school principal also certifies that the students identified for targeted assistance belong to one of the populations described in ESSA, Section 1115(c)(2) and are failing or most at risk of failing to meet the challenging State academic standards.

Meets Expectations

1. The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.
2. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
3. Students identified for targeted services represent populations most at risk of failure.
4. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1115(c)(2) of ESSA (economically disadvantaged students, migrant students, English learners, students with disabilities).
5. Examines student, teacher, school and community strengths and needs.
6. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for assisting the targeted student population.
7. There is strong evidence that the school's Title I Targeted Assistance Plan has improved outcomes for the targeted student population.

Developing

1. The school has a process in place to identify students experiencing difficulty mastering the State's standards.
2. Includes performance and/or non-performance data gathered from a limited number of sources.
3. Students identified represent at least one population most at risk of failure.
4. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 1115(c)(2) of ESSA.
5. Examines student strengths and needs.
6. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
7. Some evidence indicates that the school's Title I Targeted Assistance Plan has improved outcomes for the targeted student population.

Does Not Meet Expectations

1. No process is in place to identify students who are experiencing difficulty mastering the State's standards.
2. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
3. Students identified for services do not represent at-risk category.
4. Includes analysis of the student body as whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in 1115(c)(2).
5. Examines student deficits.
6. School administrators have not clearly and transparently identified and communicated the targeted assistance priorities.

7. There is no clear evidence indicating that the school's Targeted Assistance Plan has improved outcomes for the targeted student population.

Addressing the above expectations, describe the outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; the process for identifying the targeted student population and a summary of priorities that will be addressed in the Targeted Assistance Plan.

Teacher recommendation, classroom performance, student achievement scores from formative and summative district and classroom assessments, and state test scores are used to identify student eligibility. The assessment procedure is ongoing and eligibility may be determined at various times throughout the year.

Services are rendered to students who qualify 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. Numerous funding sources are utilized to remediate and optimize student success as early as possible.

Reading Sufficiency, class size reduction, Title VI, and Title I funds and services are used for early intervention. In addition, students are served without regard to sex, race, or national origin.

Sperry Elementary utilizes state assessments, Star assessments, Literacy First assessments, and Istation as diagnostic tools to determine eligibility and placement within the response to intervention tiers. Teachers use the information provided by these assessments to identify individual's needs and to guide daily instruction. These assessments, as well as teacher made tests, serve as benchmarks to measure student progress and guide adjustments that need to be made to daily instruction to ensure students are moving towards mastery of the state standards.

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, Star Early Literacy assessments along Istation (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).



3. Targeted Assistance Plan Strategies

- By checking this box, the school principal certifies that the Targeted Assistance plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how–
- such strategies will serve participating students identified as eligible children under ESSA, Section 1115(c), and help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
 - the methods and instructional strategies that are used will strengthen the academic program of the school through activities which may include expanded learning time, before- and afterschool programs, summer programs and opportunities, a tiered model to prevent and address behavior problems, and early intervening services, etc. [ESSA, Section 1115(b)(2)(B)]
 - be evidence-based as defined in ESSA, Section 8101(21)(A).

Meets Expectations

1. Programs, activities, and academic courses necessary to provide a well-rounded education are offered for identified eligible students, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and address the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance (which may include extended learning time, before school, after school and summer programs) is provided for students experiencing difficulty mastering the State's standards.
4. The school implements a comprehensive and coherent evidence –based approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency.
5. The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.
6. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Developing

1. Programs, activities, and academic courses necessary to provide a well-rounded education are offered for identified eligible students.
2. The school provides general interventions for students in need, and activities address some outcomes of the comprehensive needs assessment, and may result in limited improvements in student learning.
3. Effective, additional assistance is provided for students experiencing difficulty meeting State standards.
4. The school has identified an approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency, and most EL students are able to access the curriculum in a meaningful way.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.



Does Not Meet Expectations

1. Strategies, programs and activities provide a basic curriculum intended for all students, not only for those identified as eligible students, with high need of academic support.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the comprehensive needs assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. The school has not identified an approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency, and EL students are unable to access the curriculum in a meaningful way.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.

Addressing the above expectations, describe in the box below the strategies, programs and activities the school will use to serve participating students identified as eligible, to help these students meet the challenging State academic standards, and to strengthen the academic programs of the school. These strategies, programs and activities should be linked to areas identified in the comprehensive needs assessment and the site budget.

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, Star Early Literacy such as those identified in Words Their Way
- Individualized math and reading instruction using the computer based program Istation
- Instructional strategies from assigned readings 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. Special emphasis is given to ensure that teachers are equipped with appropriate strategies to address instructional needs of all students, including special education, ELL, and Title I.

A summer reading academy will be available to Title I students who qualify as funding is available and if no limitations due to COVID. Title I students will receive extended learning time in addition to regular classroom instruction by Title I instructors in a pullout program.

Sperry Elementary staff member 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 and department meetings to determine areas of strengths and weaknesses by subgroup and domain.

Professional development is provided on assessment programs, including but not limited to, STAR, Literacy First, and Istation. This aids teachers in using the assessment data to meet the various needs of their students.



4. Student Transition

- By checking this box, the school principal certifies that the school will:
- help provide an accelerated, high-quality curriculum;
 - minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
 - 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 the challenging State academic standards. [ESSA, Section 1115(b)(2)(G)]

Meets Expectations

1. Eligible students participate fully in core content and elective classes, with additional instructional assistance under this part.
2. Clear procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. Clear procedures are in place to receive new students, a school point of contact has been established and clearly communicated to the students, parents and guardians.
4. Staff members meet regularly in vertical teams to compare curriculum and plan strategies to close gaps in achievement for students transitioning from one level to another.

Developing

1. Eligible students have limited participation in core content and elective classes, and are occasionally pulled-out from regular classroom for instructional assistance under this part.
2. Limited procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. Some procedures are in place to receive new students, and there is work in progress to establish a school point of contact and to communicate this information to the students, parents and guardians.
4. Staff members meet occasionally in vertical teams to compare curriculum and plan strategies to close gaps in achievement for students transitioning from one level to another.

Does Not Meet Expectations

1. Eligible students are frequently pulled-out from regular classroom for instructional assistance under this part, and have little to no participation in core content and elective classes.
2. No procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. No procedures are in place to receive new students, a school point of contact has not been established and was not communicated to the students, parents and guardians.
4. Little or no collaboration among staff members to close gaps in achievement for students transitioning from one level to another.

Addressing the above expectations, describe in the box below what processes are in place to enable students to successfully transition among grade levels, and, if applicable, from preschool to kindergarten, elementary to middle school, middle school to high school, and high school to career and post-secondary institutions

The following processes are in place to enable students to successfully transition among grade levels:

- Pre-Kindergarten and Kindergarten parents attend parent meetings at the beginning of the school year to meet the teacher and to be exposed to the learning environment as a way to smoothly transition into a successful school year. Assessments are given and expectations are discussed at this time.
- Kindergarten students tour the elementary building throughout the school year to provide a comfortable transition to the new building. Kindergarten teachers meet with parents at the end of the year to discuss first grade expectations and readiness for the next grade level.
- At the end of the year, third grade students are given a tour of the intermediate building and are provided an opportunity to meet their new teachers.
- Also at the end of the year, fifth grade students are given a tour of the middle school building and are provided an opportunity to meet their new teachers. Parents provide input on the selection of their child's elective classes at the end of fifth grade for the following year.
- All elementary teachers meet with the succeeding grade level teachers to discuss specific student concerns.
- Back to school night across all grade levels provides students and parents a change to meet teachers and staff.

Administration has procedures in place to ensure a smooth enrollment process for new students. New students are introduced to their teachers before attending classes.

Staff members in core content areas meet throughout the year to align their curriculum vertically. Procedures are developed to create seamless academic transitions.



5. Coordination and Integration

By checking this box, the school principal certifies that, if appropriate and applicable, the targeted assistance plan was developed in coordination and integration with other 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 under section 1111(d); and the plan outlines the ways in which funds are to be braided. [ESSA, Section 1115(b)(2)(F)]

Meets Expectations

1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of how funds will be used to meet the intent and purpose of the programs.

Addressing the above expectations, complete the table below. Then, describe in the box below the ways in which funds are to be braided in the Title I targeted assistance program, meeting the intent and purpose of the programs

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount Available
Part A	\$160,299.68

In addition to the educational services offered to students in the regular education setting, our Title I program works in conjunction with all other federal programs to ensure all low achieving students and those from historically underserved populations are receiving services that enable them to become competent and confident individuals. When needed, the services provided include, but no limited to, remediation services, gifted and talented services, special education services, English language learner services, and counseling services.



6. Evaluation and Plan Revision

By checking this box, the school principal certifies that the progress of eligible students will be reviewed on an ongoing basis, and the targeted assistance plan will be regularly monitored and revised as necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. [ESSA, Section 1115(b)(2)(G)(iii)]

Meets Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revising of the Title I plan includes regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Developing

1. School leadership uses state assessment results to annually evaluate the Title I plan.
2. The monitoring and revision of the Title I plan is based upon limited types of data and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I plan.
2. Some monitoring of the Title I plan takes place, but there is not a process to regularly adjust the plan to increase student learning.
3. School leadership reviews student achievement and growth data.

Addressing the above expectations, describe in the box below how the school, with assistance from the LEA, will annually evaluate the implementation of, and the results achieved by the targeted assistance program, using data from the State's annual assessments and other indicators of academic achievement to determine whether the targeted assistance program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the targeted assistance program.

Administrators, Title I Teachers, and regular education teachers meet regularly to review student's performance and determine progress toward instructional goals. Progress monitoring tools are utilized to measure student's growth toward instructional goals, and instructional support is revised based on individual student needs.

The Title I team, along with the classroom teacher, will meet periodically to determine student's progress toward academic goals and develop plans for providing additional assistance as needed in an effort to ensure that students served through the Title I targeted assistance program are meeting state content standards. Eligibility records, exit documentation, student achievement records and parent involvement information will be used to assist team members in the involvement and modification of the plan.

A federal programs committee meets annually to discuss updates to our program. Members include school administrators, Title I teachers, regular education teachers, community members, and a student representative.