



2021-2022

School Year

Initial Plan

Date

Revised Plan

8/10/21

Date

## District Information

Sperry Public Schools

District Name

1008/72

County/District Number

Brian Beagles

Superintendent Name

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## School Information

Sperry Middle School

School Name

School Poverty Rate

Mike Juby

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## Instructions

Each of the six sections of the plan is composed of three parts:

- 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 scrolling 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 Expectations

1. 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.
2. Parents and family member 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.
3. 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.
4. 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

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the Needs Assessment.
2. 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.
3. The school vision and mission for student success are communicated to families, and are based on the beliefs and values of the school community.
4. The Title I Targeted Assistance Plan is available in multiple languages and formats.

## Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented, or they may not be aligned with the Needs Assessment.
2. Parents and family members are advised of school decisions, including the creation of the Title I Targeted Assistance Plan.
3. 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.
4. The Title I Targeted Assistance Plan is posted in English on the school's website.

**Addressing the above expectations, describe the strategies your school is using to increase family and community stakeholder involvement.**

Part A- each activity listed is designed to enhance parental involvement in school-home partnerships to help improve student learning. Back to School Night provides parents and student with an opportunity to meet the teachers and administrators before school starts to create and/or build a relationship between the students; parents and teachers to enhance the student's learning abilities by helping them familiarize themselves with their learning environment. Predetermined Parent-Teacher conferences approved by the Board of Education gives a scheduled time frame for the parents and or guardians to meet with the teacher and discuss strengths and or weaknesses that may need to be addressed. Initiated Parent-Teacher conferences by either party allows any additional meetings in which either the parent or teacher may feel is needed to discuss any issues or commendations at any time throughout the school year. E-mail or Phone Conferences are available for parents or guardians for a more convenient form of discussing concerns or recommendations. Handouts about the Title 1 Program and what to expect, are given to parents or guardians at Back to School Night or mailed home to parents to inform them about the Title 1 Programs. Title I Parent Meeting annual meeting to discuss with parents the goals and format of the program.

Part B- The School ensures that communication between the parents or guardians is in a manner that can be understood by using translators for those who do not speak or understand English. Spanish For parents or guardians who speak or only understand Spanish, our Spanish Teacher and other volunteer interpreters are available for translating when necessary. Other Foreign Languages- In other cases, parents or guardians who speak or only understand their Native language, the student is often used to translate between the teacher, administrator and the parents or guardians, or other district provided interpreters when available.

## 2. Needs Assessment and Student Identification

By checking this box, the school principal certifies that:

- the Title I 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]**

### AND

- the students identified for targeted assistance belong to one of the populations described in ••••• **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 academic 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 school's system (e.g., diagnostic review) and perception data, gathered from several sources. Students identified for targeted services represent populations most at risk of failure.
3. Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1115(c)(2) of ESSA (economically disadvantaged students, migrant students, English learners, students with disabilities).
4. Examines student, teacher, school and community strengths and needs.
5. 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.
6. 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. Students identified represent at least one population most at risk of failure.
3. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1115(c)(2) of ESSA.
4. Examines student strengths and needs.
5. 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.
6. 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. Students identified for services do not represent an at-risk category.
3. Includes analysis of the student body as a whole, or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1115(c)(2) of ESSA.
4. Examines student deficits.
5. School administrators have not clearly and transparently identified and communicated the targeted assistance priorities.
6. There is no clear evidence indicating that the school's Title I 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 Title I Targeted Assistance Plan.**

Sperry Middle School uses Targeted Assistance as its Title I plan and does not have a schoolwide program. However, 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 computers, chromebooks and web based programs such as Edmentum Exact Path, Imagine Math, and IXL Instructional strategies from "Classroom Instruction that Works" and "Opening Doors", including graphic organizers, giving timely feedback, providing cues 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 Sperry Title I staff meet regularly with regular education teachers to gain feedback on student achievement and provide instructional ideas and support.

Sperry Middle School staff members complete an annual Needs Assessment as part of the overall school improvement process to help the district provide the most needed professional development. 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. 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 education, ELL, and Title I.

A variety of assessment data is used at Sperry Middle School to help guide the planning team in decision making. In addition to daily classroom activity and participation, data from Edmentum Exact Path, Imagine Math, IXL, and classroom activities and formative assessments are reviewed and compared. Student behavior in class and in informal interactions with other students is used as well as appropriate. Parent concerns and information is supplied through formal surveys and or conversations with school staff.

Data is analyzed from the following; OSTP, IXL, and lexile scores, formative classroom assessments, and daily grades. Analyzation of data is ongoing throughout the year by our Title I staff and regular classroom teachers. Results are used to help transition eighth grade students into high school and for the progression of sixth and seventh grade students.

### 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 after school 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)]**
  - the strategies will be evidence-based as defined in . . . . **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 addresses 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 models 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 meeting 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 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.**

Student participation in the Middle School Title I program is established through multiple criteria. The middle school will identify students by using OCCT/OMAAP assessment scores, parent recommendations, teacher recommendations, and classroom performance and grades. The middle school will also use one or more Nationally recognized assessment to help in determining if a student may benefit from our Title I program. Each of these will be utilized in determining a student's needs in the Title I program and we are not limited to only these. The Title I committee will review additional pertinent criteria as these are presented on a case-by-case basis. Describe the ongoing process of monitoring students including how new students are assessed and ranked and how students are monitored to exit the service. Student progress is monitored throughout the school year in a variety of ways using both formative and summative assessments. The Middle School Title I instructors and regular classroom instructors continually review student progress and performance. Progress is reviewed through ongoing formative and summative assessments in the Title I program, and is measured through review of activities, skill development, and assessments using Edmentum Exact Path, Imagine Math and the IXL program, and a combination of Title I facilitator, classroom teacher, and parent observations of student performance and behavior.

New student placement in the program is based on, but is not limited to, academic records from former school, parent communication, and available OCCT/OMAAP assessment scores. Exiting the program it involves the combined evaluations of the Title I instructor and regular classroom teacher jointly reviewing student progress and performance on assessments and daily performance; a review of activities, skill development, and assessments using Edmentum Exact Path, Imagine Math and the IXL program; a combination of Title I facilitator, classroom teacher, and observations of student work performance, activity, and behavior; and sufficient progress in gaining proficiency as measured on the OCCT/OMAAP assessments to assure likelihood of continued student success without program support.

## 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 Title I 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, and a school point of contact has not been established, nor was it 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 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 postsecondary institutions.**

Sperry Middle School Title I program uses a variety of strategies that are derived from scientifically based research (SBR). The Title I program in the middle school has access to computers with access to Pearson's computer-based program, IXL Learning, which is a scientifically researched program used in the Title I resource rooms to give individualized, focused lessons, and practice on objectives aligned with those assessed by the OKSED on OCCT/OMAAP assessments. A variety of instructional strategies based on scientific research are used in the Title I classes, including several from Powerful Teaching: Unleash the Science of Learning, Classroom Instruction That Works, 2nd Edition, such as setting objectives and providing effective and timely feedback, using precise cues, asking focused questions, developing nonlinguistic representations, and reinforcing effort and providing recognition of successes. Middle School Title I activities engage students during an elective period so the core content classes are not disrupted. These activities are designed to support the activities of the regular classroom and do not supplant those activities. Intermediate to Middle School: 5th Grade Reading/Math For both reading and math, Title I teacher conferences are held at which evaluation of all previous OCCT scores are analyzed, regular classroom and Title I resource room performance are combined with relevant observations to determine progress of students identified. Students and parents "tour" 6th grade classrooms and meet with teachers in May and during Back to School Night in August. During Back to School Night site Title I teachers discuss the program's purpose and strategies, encouraging parental involvement in children's studies and frequent communication with teachers. In August-October, previous year's teacher and current year teacher continue to compare/evaluate student transition progress.

Middle School to High School: 8th Grade Reading/Math is the official end of the Title I program, but not of the involvement of the Title I teachers. Those students that have acquired the necessary skills to be successful in their High School classes will receive monitoring by their regular classroom English and Math teachers after conferring with the Title I teachers in August. In May, eighth grade students are given an orientation of and enrollment forms for High School. At this time, they are presented with information on Title VII math support programs (for those who qualify) that can assist if they find themselves struggling. During their 8th grade year, Title I students will also receive assistance through Title I and other assistance programs. Parents of Title I students are also informed of these options for their high school students. Counselors at both the Middle School and High School confer with the Title I Middle School teachers and meet with students to advise remediation options accordingly.

## 5. Coordination and Integration

By checking this box, the school principal certifies that:

- if appropriate and applicable, the Title I 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 (e.g., 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** • • • • •

| Funding source (e.g., Title III, Part A, donations, competitive grants, etc.) | Amount Available | How will the intent and purpose of the program be met? |
|---|------------------|--|
| Title I   | \$               | Staffing and resource materials for Title I Targeted   |
|   |                  | Assistance Supplemental classes.                       |
|   |                  |  |
|   |                  |  |
|   |                  |  |
|   |                  |  |
|   |                  |  |
|   |                  |  |
|   |                  |  |

**Addressing the above expectations, describe the ways in which the above funds are to be braided with the Title I Targeted Assistance . . . . . ; . . . . .**

Sperry Middle School Title I teachers maintain a classroom inventory of all materials purchased with Title I funds. These inventories are updated annually, and all items are maintained for a minimum of three years. The inventory lists track item information, year purchased, and model/serial numbers as appropriate. Title I materials are secured and maintained by or under the guidance of a Title I teacher and/or site administrator. 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 and is used only in addition to that regular classroom instruction.

## 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 Title I 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 Targeted Assistance Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revision of the Title I Targeted Assistance Plan includes regular analysis of multiple types of data (e.g., 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 Targeted Assistance Plan.
2. The monitoring and revision of the Title I Targeted Assistance 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 Targeted Assistance Plan.
2. Some monitoring of the Title I Targeted Assistance 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 how the school, with assistance from the LEA, will annually evaluate the implementation of, and the results achieved by the Title I Targeted Assistance . . . . . ; using data from the State’s annual assessments and other indicators of academic achievement to determine whether the Title I Targeted Assistance . . . . . 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 Title I Targeted Assistance Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the . . . . . argeted . ssistance program.**

Sperry Middle School Title I program uses a variety of reform strategies that are derived from scientifically based research (SBR). The Title I program in the middle school has access to computers with access to Pearson's computer-based program, Edmentum Exact Path, Imagine Math and IXL Learning, which is a scientifically researched program used in the Title I resource rooms to give individualized, focused lessons, and practice on objectives aligned with those assessed by the OKSED on OCCT/OMAAP assessments. A variety of instructional strategies based on scientific research are used in the Title I classes, including several from Classroom Instruction That Works, 2nd Edition, such as setting objectives and providing effective and timely feedback, using precise cues, asking focused questions, developing nonlinguistic representations, and reinforcing effort and providing recognition of successes. Middle School Title I activities engage students during an elective period so the core content classes are not disrupted. These activities are designed to support the activities of the regular classroom and do not supplant those activities.