



OKLAHOMA STATE DEPARTMENT OF EDUCATION

TITLE I TARGETED ASSISTANCE-PLAN TEMPLATE

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

Part I – Contact Information

County Comanche	Code 16	District Elgin Public School	Code 1016
Mailing Address P.O. Box 369 501 K Street			
City Elgin	State Oklahoma	Zip 73538	
Name of Contact Person Nate Meraz		Position Superintendent	
Email nmeraz@elginps.net	Phone 580-492-3641	Fax 580-492-4084	
Name of Contact Person Melissa Hays		Position Title I Director	
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Part II - Assurance

The Targeted Assistance Plan meets all criteria as referenced in the ESEA Section 1115 Guidance and the Targeted Assistance Plan Checklist provided by the Oklahoma State Department of Education.

Parents and the community were informed of services provided by the Title I Targeted Assistance Program.
Meeting date: May 21, 2018
 Include a Copy of Meeting Agenda and/or Attendance Records.

Faculty and staff were informed and are committed to the Title I Targeted Assistance Program.
Meeting date: May 21, 2018
 Include a Copy of Meeting Agenda and/or Attendance Records.

Signature of Superintendent	Date
Signature of Principal	Date

For Department Use Only

The Schoolwide Plan has been reviewed and approved.	
Signature of Application Reviewer	Date
Signature of Executive Director, School Support	Date

Part III – Targeted Assistance Program Planning Team

The planning team should represent all stakeholder groups who serve Title I students. The team should include school administrators, school staff, parents and other community members. Title I targeted assistance planning should be incorporated into existing school planning. Section 1115(c)(1)(B).

Section A – Core Planning Team

Name	Title	Stakeholder Group
Todd Osborn	Administrator	Elementary
Laura Dudkowski	Administrator	Counselor
Diane Ryswyk	Title I teacher	Middle school
Rose Meadors	Title I teacher	Elementary
Sheila Jones	Title I teacher	Elementary
Amanda Hollars	Parent	Middle school
Melissa Hays	Title I director/teacher	Elementary

Briefly describe the process used to develop the Targeted Assistance School Plan. Describe how planning team members were chosen and specific responsibilities of each. Explain how the plan was explained to the entire staff and shared with parents and the community.

The process for developing the Targeted Assistance School Plan was written by members of core planning team including members of all stakeholder groups. The planning team members were chosen based on years of experience in our school system. The plan is posted on the school web site for entire staff, parents, and community to review. The planning team meets annually to review the plan and make changes as needed.

Part IV – Title I Student Selection

According to ESEA Section 1115(b)(1)(B), eligible children in a targeted assistance site are identified as failing, or most at risk of failing on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school. However, children in Preschool through grade 2 can be selected solely on the basis of criteria such as teacher judgment, interviews with parents and developmentally appropriate measures.

Describe the process used to identify students for the targeted assistance program. Include information about the specific criteria used and the process used to prioritize the list.

Students in grade K-2 are placed in Title I based upon teacher recommendation. Students grade 3-8 are placed according to a rank order based on achievement test scores, STAR Reading/Math, DIBELS, report card grades, LEP students, and teacher recommendation. Each area above receives one point. Students with the greatest number of points (greatest need) are served first. Students are listed on a Student Selection Form, points are tallied; and students are then listed and served based on points.

Section B – Ongoing Process of Targeted Students

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

Students are assessed every six weeks in the classroom in reading/math with unit tests. Students are assessed with DIBELS three times a year. Students' achievement test scores in reading and math from the previous year are recorded. Students take state mandated tests each year. STAR Reading/Math assessments are given three times a year. New students are given the above assessments and placed on the rank order list and served as needed. Any students who reaches DIBELS benchmark, above 40 percentile on STAR reading/math assessment/achievement test, and teacher recommendation/passing grades can be tested out of Title I.

Part V – Reform Strategies

Reform strategies are effective methods and instructional strategies that are based on scientifically based research (SBR) and strengthen core academic programs. Strategies should provide extended learning opportunities and accelerated curriculum and minimize removing children from the regular classroom.

Section A - Scientifically Based Research (SBR)

Describe the SBR instructional strategies and programs that will be implemented in the targeted assistance program. Explain how these strategies and programs are supplemental to regular classroom instruction.

Instructional strategies are based on scientifically based research. All programs that are purchased with Title I funds are programs based on scientifically based research. Examples of extended learning opportunities include a Basic skills Program which emphasizes skills and strategies

for readiness, letter recognition, letter sounds, phonics, phonemic awareness, vocabulary, reading comprehension, and math skills. I Read and Ticket to Read are technology-based reading programs to teach reading skills. V-Math is a technology-based math program to teach math skills to students. All instruction in the Title I classroom are based on scientifically based research. Students do not miss core subject instruction while attending pull-out Title I classes. Title I teachers collaborate on a daily basis with classroom teachers regarding instruction, PASS objectives, and curriculum pacing.

Section B – Extended Day/Extended Year

Describe the day/extended year programs that will be offered to students in the targeted assistance programs.

After school tutoring is offered for grade 3 through the use of Reading Sufficiency funding. After school tutoring will be provided for students if Title I funding is available.

Section C – Special Populations

Explain how the schoolwide reform strategies will address the needs of students in the targeted assistance program, particularly the needs of low achieving students and historically underserved populations.

Addressing individual needs of each student is based on criteria such as: teacher recommendation, achievement test scores, STAR reading/math assessment. All students are placed on the rank order list; and, as a result, the needs of low achieving students and historically underserved populations are met. Individual goals are to reach grade level or benchmark scores, satisfactory on achievement tests, and to continue to improve.

Section VI – Transition Strategies

Targeted assistance programs should coordinate with and support the regular education program, which may include services to assist in the transition from early childhood programs to elementary school or between other critical transition points to ensure a coherent and seamless education for the lowest achieving students.

Section A – Identifying Transition Points

Transition	Grade(s)/Program(s) Affected	Transition Strategies/Activities	Timeline
Prek-4 th grade	PreK-4 th grade	Step Up day	May
4 th going to Middle School	4 th grade	Orientation to Middle School	August
8 th going to High School	8 th grade	Freshman Orientation and Link Crew	August

Section B – Overview

Describe how services provided by the targeted assistance program coordinate with the regular education program specifically addressing how students are supporting during transitions.

Rank order list for students grades 1-8, end of the school year teacher recommendation on Student Selection Form will follow students to the next building site.

Part VII – Instruction by Highly Qualified Teachers

All teachers and paraprofessionals providing services in a Title I Targeted Assistance Program must be highly qualified. A highly qualified teacher (HQT) must hold a minimum of a bachelor’s degree; and obtained full Oklahoma certification or licensure; and has demonstrated competency in each of the academic subjects in which the teacher delivers content knowledge. A highly qualified paraprofessional must have completed at least two years of study at an institution of higher education; obtained at least an associate’s degree; or passed the Oklahoma General Education Test or another academic assessment approved by the Oklahoma State Board of Education.

Section A – Highly Qualified Teachers (HQT) and Paraprofessionals

Number of Title I Teachers	Number of HQT	Number of Non HQT
4	4	0
Number of Title I Paraprofessionals	Number of HQT Paraprofessionals	Number of Non HQT Paraprofessionals
0	0	0

Part VIII – Professional Development

To promote the integration of staff supported with Title I funds into the regular school program and overall school planning and improvement efforts, Title I staff may participate in general professional development and school planning activities. If appropriate, professional development opportunities should also be extended to those who partner with Title I staff to support student achievement such as paraprofessionals and parents.

Section A – Overview

List the professional development opportunities the school provides to Title I personnel.

Professional Development Activity	Date(s)	Number of Title I Participants	Description (i.e., content, duration of time)
Title I State Video-Conference		4	State provides video-conferences throughout the school year and Title I teacher attended when the need arises.
Title I National Conventions	Jan.	4	Title I convention, four days

Section B – Monitoring and Evaluation

Explain how the professional development provided supports the targeted assistance program. Describe the on-going and job embedded support and follow up for these professional development activities.

Staff Development is always available for all classroom teachers and Title I teachers. Title I teachers are encouraged to attend quality professional development. Elgin schools offers quality professional development for our regular staff but additional professional development is offered to Title I teachers and teachers who teach Title I students. Teachers attend workshops which include specific instruction in math, reading, strategies to improve reading, fluency, comprehension, and writing.

Section IX – Parental Involvement

The targeted assistance program must provide strategies to increase parental involvement and maximize communication between the school and parents of participating students.

Section A - Overview

List and describe current parental involvement activities and how they are designed to enhance school-home partnerships and improve student learning.

Annual Meeting-parents have the opportunity to meet all the Tile I teachers and ask questions about their child’s education. Funding and history of Title I is discussed. Title I teachers offer helpful suggestions for parents to try at home. Wen-gage is a web site for parents to keep up to date on their child’s assignments and grades of their child. Elgin Public School web Site: Parents may view the web site for parenting support, and it has suggestions for parents to help their students be successful. Back to School Night: Parents and students meet teachers before the first day of school to make the first day an easier transition for students and parents. The High School counselor has a class to help educate parents on requirements for High School graduation and scholarship opportunities. Open House: Open house is in the fall for all parents and students to visit the school and spend time visiting with teachers and other parents.

Title I provides a parent resource center for parents.

Section B – Communication

Describe how the school will ensure that communication between parents will be in a format and language the parents can understand. Grades Prek-4 have weekly Monday folders which contain information for parents. Elgin Public School Web Site contains information and schedule of events. Wen-Gage provides parents with information regarding students' grades and assignments. Elgin School provides a telephone communication system for all parents. Report cards provide student grades and progress.

Section C – Documentation

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

Part X – Coordination of Programs

Schools operating a targeted assistance program are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the educational program for those students receiving services.

Section A – Overview

Describe the coordination and integration of Title I services and other Federal and State programs (i.e., migrant programs, violence prevention, adult education, vocational and technical education, and Head Start).

Elgin School coordinates and integrates federal, state, and local services to assure our students are reaching the state's required test scores. If students do not meet the required scores, we offer classes to help those students to reach benchmark. Federal funds are used to support Title I classes, after school tutoring; state funds are used for reading sufficiency and after school and summer tutoring.

Part XI – Evaluation and Revision

Section 1115(c)(2)(B) of No Child Left Behind requires schools operating a targeted assistance program to review, on an ongoing basis, the progress of participating children and revising the targeted assistance program as necessary to provide additional support. This review should be conducted at least annually.

Section A – Overview

Describe the process to be used by the school to regularly review and update the targeted assistance plan. How will effectiveness be evaluated?
Elgin Public Schools will have an annual review and make updates to the targeted assistance plan as needed. The effectiveness will be evaluated by the committee, and AYP scores will be considered.