



TARGETED ASSISTANCE PLAN
Every Student Succeeds Act, Section 1115

School Year: 2021-2022

DATE LAST REVIEWED
Date: September 23, 2021

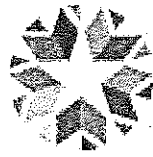
DISTRICT INFORMATION	
District Name:	Elgin
County/District Code:	Comanche I016
Superintendent Name:	Nate Meraz
Telephone:	580-492-3641
Email address:	nmeraz@elginps.net

SCHOOL INFORMATION	
School Name:	Elgin High School
School Site Code:	705
Principal Name:	Curtis Lorah
Telephone:	580-492-3671
Email address:	clorah@elginps.net
School Poverty Rate:	32.52%

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 text box where the narrative answers are to be entered. There is no word or character limit.



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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

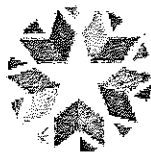
- Specific strategies to increase parent and family engagement, especially among the families of those students identified as being most at-risk, have been identified and implemented in close correlation with the needs assessment.
- Parents and family members stakeholders who reflect the demographic 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.



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

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. At the beginning of each school year, Elgin holds an annual parent meeting to discuss and review the Title I program. Parents and faculty members are asked to give suggestions on how they feel the Title I program could be improved and better benefit all students. We feel this is important because this gives the parents an opportunity to be involved in decision making. Each year, the EPS Parental Involvement Policy is reviewed by a committee of stakeholders and changes are made when necessary. The policies are listed on the school website in languages and formats accessible for every family and community member. Teachers regularly make use of memos, phone calls, emails, newsletters, and frequent notices are posted on the school's website. An automated phone system is also used to keep parents informed of special events. The school also added a Facebook page to further enhance the ability to communicate with the public. Listed below are other forms of communication:

-Monday folders, progress reports, report cards, monthly newsletter, phone calls, parent/teacher conferences, Google classroom, Remind app, email, text messaging, Open House, Back to School Night, and parent resource center materials for check out.

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.

Annual meetings are held with parents, teachers, administrators, students, and community members to review, make changes and rewrite the Parental Involvement Policy, Title I Targeted Assistance Plan, and Comprehensive Needs Assessment. Parents are also encouraged to voice their opinions and concerns at the Title I Parent Meeting.

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. Elgin Public Schools' vision and mission for students' success are collaboratively developed based on the beliefs and values of the school community, including families and parents of the students most at risk. The mission statement is posted on the school web-site and in the student handbook.

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.

Elgin Public School provides materials and information for parents in languages and formats accessible for every family and community stakeholder of the school. Posted on the Elgin web-site are the Parental Involvement Policies, Title I Plan, parent meeting power points in languages and formats to meet the needs of the parents and community.



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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

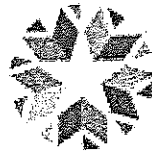
1. The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.
2. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student 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 categories.
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.

1. The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's academic standards.

Elgin Public Schools Student Selection Process:

Teachers fill out a Student Selection Form at the end of the school year. There are 10 indicators listed on the form. They are the final six week reading grade, final six week math grade, teacher recommendation for Title I reading, teacher recommendation for Title I math, ELL, STAR Reading score, STAR Math score, state achievement test grade for reading (below or basic) and math (below or basic). Each category receives a certain amount of points depending on the scores. After the Student Selection Form is completed by the classroom teacher, the Title I team reviews the forms. Points are tallied and a rank order number is given for every student in the class. Students are then placed on a rank order. The students at the top of the rank order are at the greatest need of help. At the beginning of the school year, the students on the rank order that show a need of help are then placed on a rank order in their particular class. These selected students receive a parent-teacher compact and an information letter about Title I. The parents are also informed with the data used to determine their child's rank order number. These selected students are placed in a Title I program in addition to their regular classroom instruction. Elgin Public School provides Title I classes in the Elementary and Middle School.

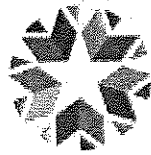
2. Includes a variety of data, including performance and non-performance student data, and process data about the school's system and perception data, gathered from several sources. Students identified for targeted services represent the population most at risk of failure.

Comprehensive Needs Assessment Data Collection

Student Achievement Results

OSTP-English Language Arts (ELA)

Below Basic%							
Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2018	21%	23%	9%	17%	19%	15%	n/a
2019	20%	28%	23%	12%	23%	14%	n/a
2020	26%	25%		14%	37%		n/a
Basic %							
Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2018	36%	38%	44%	38%	45%	42%	n/a
2019	32%	37%	39%	48%	34%	41%	n/a
2020	39%	42%		42%	37%		n/a



Proficient%

Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2018	31%	35%	31%	32%	29%	25%	n/a
2019	36%	25%	31%	29%	32%	30%	n/a
2020	29.2%	27%		36%	18%		n/a

Advanced %

Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2018	11%	04%	17%	13%	7%	19%	n/a
2019	12%	10%	7%	11%	10%	16%	n/a
2020	5%	5%		8%	6%		n/a

OSTP-MATH

Below Basic %

Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2018	11%	21%	17%	18%	26%	47%	n/a
2019	12%	18%	21%	15%	29%	34%	n/a
2020	19%	25%	29%	17%	40%	53%	n/a

Basic %

Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2018	38%	49%	58%	44%	28%	35%	n/a
2019	40%	41%	47%	43%	25%	35%	n/a
2020	40%	45%	50%	45%	28%	31%	n/a

Proficient%

Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2018	38%	25%	21%	32%	34%	9%	n/a
2019	29%	28%	25%	34%	33%	19%	n/a
2020	29%	19%	14%	25%	28%	12%	n/a

Advanced %

Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2018	13%	4%	4%	6%	9%	12%	n/a
2019	19%	13%	6%	9%	12%	12%	n/a
2020	12%	11%	5%	12%	3%	2%	n/a

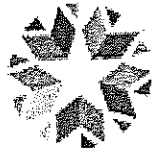
OSTP-SCIENCE

Below basic %

Year	Grade 5	Grade 8	Grade 10
2018	9%	30%	n/a
2019	13%	29%	n/a
2020	16%	47%	n/a

Basic %

Year	Grade 5	Grade 8	Grade 10
2018	30%	24%	n/a



2019	36%	24%	n/a
2020	39%	21%	n/a

Proficient %

Year	Grade 5	Grade 8	Grade 10
2018	47%	36%	n/a
2019	24%	38%	n/a
2020	33%	25%	n/a

Advanced %

Year	Grade 5	Grade 8	Grade 10
2018	13%	10%	n/a
2019	9%	9%	n/a
2020	9%	34%	n/a

Formative/ Summative Assessment STAR ELA (<40%)

Perf. Years	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2018-2019	19%	12%	15%	27%	32%	34%	n/a
2019-2020	25%	17%	25%	40%	42%	46%	n/a
2020-2021	23%	25%	33%	41%	45%	45%	n/a

Formative/ Summative Assessment STAR MATH (<40%)

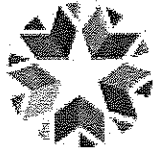
Perf. Years	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2018-2019	26%	24%	15%	27%	32%	34%	n/a
2019-2020	18%	21%	25%	40%	42%	46%	n/a
2020-2021	23%	20%	33%	26%	37%	49%	n/a

3. Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 115 c2 of ESSA .

In ELA, third grade below basic and basic percentages showed improvement, while fourth grade showed a slight downward trend. Third grade also showed gains in proficient and advanced, while fourth grade proficiency scores declined and advanced scores showed an increase. Fifth grade below basic scores showed a significant decline, while basic scores slightly declined. The proficient and advanced by and large, remain constant. In addition, sixth grade below basic and basic both rose slightly, while the proficient and advanced scores declined. Below and basic scores rose in seventh and declined in eighth grade, while both proficient and advanced scores rose from 2018-2019. In conclusion, when comparing both years overall, in ELA and math, the findings show both subjects demonstrate proficient percentages to be comparable with one another. Areas of strength and weaknesses are steady between the two subjects. Our goal is to increase proficiency scores while decreasing below and basic scores.

4. Examines student, teacher, school and community strengths and needs.

Using the Comprehensive Needs Assessment ,the Title I planning team examines students, teachers, school and community strengths. The findings of the review are used in writing the Title I Plan.



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. School leaders in collaboration with families and community stakeholders identify priorities and align them to the Needs Assessment to benefit the targeted students.

6. There is strong evidence that the school's Title I Targeted Assistance Plan has improved outcomes for the targeted student population.

The Title I planning team reviews and analyzes the Title I student population. Improved test scores indicate the Title I Targeted Assistance Plan has benefited those targeted students in need of extra intervention.



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.

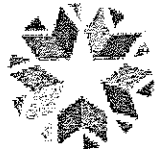
Developing

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.



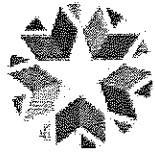
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5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve 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.

1. Programs, activities, and academic courses necessary to provide a well-rounded education are offered for identified eligible students, according to their needs.

The Elgin Public School Title I program provides a pull out program for approximately a half hour every day of the week for elementary students and approximately 50 minutes in middle school. Programs are purchased for Title I students. Title Teachers work closely with the classroom teacher to provide a plan for each student. Title teachers provide lessons that relate to the same skills in their current classroom curriculum. Programs used in our Title I program are Houghton Mifflin reading series, Essential Skills, Reading Rangers, VMath, and Imagine Learning for ELL students.

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.

The Elgin Public School Title I program provides multiple opportunities and evidence-based interventions for students in need. After reviewing the Comprehensive Needs Assessment, the Title I teachers plan lessons to address needs. Many opportunities are available for additional instruction which include Essential Skills, Reading Rangers, VMATH, reading and math activities from classroom curriculum.

3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards.

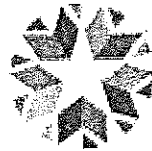
Title I students are provided a 30 minute intervention daily during the school day for elementary and 50 minutes for middle school. Before school, after school, and summer programs are available for elementary and middle school Title I students.

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.

The ELL students at Elgin Public Schools are placed in the Title I program. The ELL students attend a pull out service for 30 minutes daily to attend a Title I class and an additional 30 minutes to work on the program purchased for ELL students called Imagine Learning.

5. The school uses clear criteria and processes for student participation in tiered models to prevent and address behavior problems and early intervention services.

Title I classes are providing the Tier 2 intervention for Reading Sufficiency.



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.

Teachers attend professional development meetings throughout the school year. Teachers have the opportunity to attend workshops pertaining to their subjects, areas of interest, and need. Data is also studied to determine if professional development is needed in certain subjects or areas.



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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

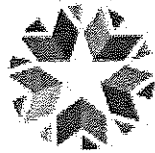
1. Eligible students participate fully in core content and elective classes, with additional instructional assistance under this part.
2. Clear procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.
3. Clear procedures are in place to receive new 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

1. Eligible students participate fully in core content and elective classes, with additional instructional assistance under this part.

Students participate fully in core content and elective classes. Title I classes are in addition to their core instruction.

2. Clear procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures.

Elementary procedures: Meet and Greet Night occurs at the beginning of the school year for students to meet new teachers and find classrooms. Step up day occurs in the spring before the next school year. Students will visit the next grade level and listen to the expectations of the teachers as well as ask questions. Counselors are available to offer guidance to any student. Students are notified of this procedure at the beginning of the school year. Middle school procedures include: Step-Up Day, informational booklet to take home, Student Orientation Night in August, Meet and Greet in August. Elgin Public School offers a parent meeting in the spring to assist students and parents in choosing AP classes. Counselors meet with all classes to answer questions and talk to students about the classes offered. High school procedures include a parent meeting held in spring to discuss graduation requirements, schedules, and freshman orientation night. High school counselors assist students in pre-enrollment in their classrooms. Opportunities for concurrent enrollment are presented to sophomores and juniors. Sophomores tour the Great Plains Technology Center in Lawton, OK. A concurrent enrollment night and a career tech night is hosted for students and parents. Information is regularly posted on Google classroom about college entrance testing and ACT prep courses. College and military representatives visit our campus to meet with students. Students may sign up for college visits and tours. Students and parents are encouraged to attend Financial Aid Night for seniors in preparation for post-secondary education.

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.

First, the students are enrolled at the office and placed in their classrooms. Title I then reviews the student enrollment and information about the students. Students are tested using STAR reading and math. If the student scores below the benchmark, they are added to a Title I class to receive extra instruction. All new students are placed on the rank order from information obtained from previous school records.

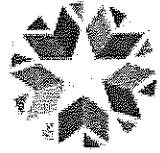
4. Staff members meet regularly in vertical teams to compare curriculum and plan strategies to close gaps in achievement for students transitioning from one level to another.

Faculty meet regularly to compare curriculum and plan strategies to close gaps in achievement where students transition from one level to another. Cooperation and communication among all stakeholders is encouraged in all grade levels through the use of meaningful two-way communication. Teachers collaborate to ensure that schedules, grading procedures, and expectations at each grade level contain similarities, so that students can develop a regular routine which allows the transition from one grade to the next to be comfortable and free from the unnecessary stress resulting from drastic change. Parental involvement is another strategy that is effective in eliminating the difficulties of transition.



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Parents are asked to attend Open House, parent-teacher conferences, the annual Title I parent meeting, parent workshops, and are always informed of upcoming events and changes they need to be made aware of.



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
Dept of Defense grants	200,000
Local Donations	50,000
Erate Funding	25,000
SDE sponsored grants	varied

1. Leverages sufficient resources 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.

Elgin Public Schools look to take full advantage of all funding opportunities and programs to provide the highest quality and most resourceful education for all students. Our district will always apply for available grants, whether federal, state, or local. Our district has been awarded Department of Defense grants over the past several years, which have enhanced the overall education opportunities and added to a culture of excellence. Technology needs and STEM projects have been improved and benefited all students. State funding allows our district to have the most state of the



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art Internet access to operate our computers and other instructional technology. District goals include strong academic standards and collaboration with parents, educators, and community members to achieve goals. Right now our child nutrition program is vitally important in feeding students and bridging the gap with the needs as a result of the Covid pandemic. We are able to utilize these federal funds to ensure all students receive a free breakfast and lunch during these trying times. Our goal in our Title I program is to improve student outcomes for those with limited resources. Our district needs assessment and periodic meetings among parents, staff, and administrators will evaluate the needs and outcomes of Title I eligible students' programs. Elgin School will "braid" programs to promote a consistent, high-quality learning environment.



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.

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.

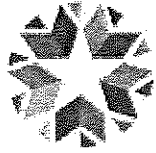
A team that consists of administrators, teachers, parents and community members review the Comprehensive Needs Assessment and the Title I Targeted Assistance Plan. In August, the team will review the plans to make changes that are needed based on the data provided.

2. The monitoring and revision of the Title I Targeted Assistance Plan includes regular analysis of multiple types of data and necessary adjustments are made to increase student learning.

The Comprehensive Needs Assessment is updated each year in August. New data is entered 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.

A committee of administrators, teachers, parents, and community members analyze the data each year and make needed changes in instructional practices. The evaluation of the data helps to determine the gaps across all grade levels and content areas.



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