

## Consultation Team Members

Brent Core	Chairperson – Federal Programs	School Leadership Team
Mike Juby	MS Principal	School Leadership Team
Melissa Brown	MS Counselor	School Leadership Team
Melody Anderson	Math Instructor	Faculty
Sherry Patton	Instructional Coordinator	Faculty
Tracey Juby	Parent	Parent
Cheryl Juby	Community Representative	Community Representative

### Student Selection:

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 the Success Maker 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 the Success Maker 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.

### **Reform Strategies:**

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, Success Maker (SME), 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*, 2<sup>nd</sup> 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.

### **Student Transition:**

Intermediate to Middle School	5 <sup>th</sup> 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" 6 <sup>th</sup> 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
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		compare/evaluate student transition progress.
Middle School to High School	8 <sup>th</sup> Grade Reading/Math	<p>Eighth Grade 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 ACE tutoring and Title VII math support programs (for those who qualify) that can assist if they find themselves struggling. During their 8<sup>th</sup> grade year, Title I students will also receive assistance as part of their ACE remediation support through Title I and other assistance programs. This dual programming for these students helps prepare them for the ACE assistance program in the High School. 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.</p>

### **Instruction by Certified Teachers:**

Middle School Title I teachers maintain ongoing contact with the regular classroom teachers of the content area in which they provide remediation. While the transition timeline above specifies May and August as the transitional periods, observations of student progress is directly communicated between the Title I teacher and the regular classroom teacher concerning general progress, specific skill development, classroom participation, and general attitude and behavior throughout the year. The Title I teachers analyze data from SME activities and assessments, summative data from the classroom and OCCT data, and data from formative assessments in the

Title I resource room. Additional discussions about transition readiness including student activities among peers, attitude about learning, and behavior in classroom are also part of the Title I classroom discussions. Both the regular classroom teacher and the Title I teacher consider personal observations, classroom/resource room data, and counselor in

### Highly Qualified Teachers (HQT) and Paraprofessionals

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

### Professional Development:

Professional Development Activity	Date(s)	Number of Title I Participants	Description (I.e., content, duration of time)
State Department of Education Conferences and Workshops	As available	1	Attend reading & math workshops sponsored by or provided through OSDE and or Staff throughout the year
Faculty Meetings	Ongoing	9	Provide site-based training sessions after school and or incorporated into faculty meetings for teachers to share classroom strategies and techniques that will aid in comprehension
SUCCESS Maker training	August	3	Provide training sessions on SUCCESS Maker and how to interpret the data it provides

All provided Professional development is designed to improve the quality of instruction and support the alignment of the written, taught, and assessed curriculum; therefore, all Professional

development is directly aligned to and supports the goal of the targeted assistance program. Furthermore, the Title I instructors are used as facilitators in site Professional development training of staff to ensure District alignment to the targeted assistance program. The Title I instructors reinforce the Professional development activities through their ongoing meetings and reviews of student performance with the regular classroom teacher. The site principal also reinforces the activities and goals of the targeted assistance program in staff meetings.

### **Parent 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.

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

## 2018-2019 Title I Parent/Community Meeting Agenda

September 18, 2018

- Welcome and Introduction of Title I staff
  - Mrs. Dawn Williams - Sperry Intermediate
  - Ms. Connie Alsabrook - Sperry Intermediate
  - Mrs. Melody Anderson - Sperry Middle School
  - Mrs. Diane Krumm – Sperry Elementary School
- Introduction to what Title I offers our students
  - Support in Reading and Math classes
  - Computer aided service with SME
  - Explain what SME offers to students and teachers
  - Reading Challenges
  - MyOn Online Reading Program
  - Accelerated Reader Books in the Library
- Criteria for being in Title I services
  - Teacher recommendation
  - Parent request
  - State assessment scores
  - SME and Literacy First
  - STAR Test
  - Study Island Diagnostic
- How can you help with your Title I student
  - Title I Power Point
  - Communication with student
  - Communication with instructor
  - Shared reading time
  - Homework assistance
  - Utilizing Title I Parent Engagement Resources

# **FIRST DAY OF SCHOOL**

## **MORNING ASSIGNMENTS:**

Be on time! Everyone will meet in the auditorium, except football and softball coaches.

6<sup>th</sup> Grade Table

Smart & Kester

7<sup>th</sup> Grade Table

Daugherty & Anderson

8<sup>th</sup> Grade Table

Patton & Vancuren

Crowd Control

Everyone else...

All 7<sup>th</sup> or 8<sup>th</sup> grade students who did not get a schedule on schedule pick up day or “Back to School” night can pick up their schedule at the above tables and then proceed to their first hour class when dismissed.

All 6<sup>th</sup> grade students will remain in the auditorium for handbook review, rules, and guidance. Upon completion of 6<sup>th</sup> grade class meeting they will be dismissed to their first/second hour.

All 7<sup>th</sup> grade students will have their class meeting during second hour in the auditorium. Teachers will bring classes over to the auditorium when called over the intercom.

All 8<sup>th</sup> grade students will have their class meeting during third hour in the auditorium. Teachers will bring their students over to the auditorium when an announcement is made.

All teachers need to go to Oklahoma State Department of Education website and copy your content area standards. Below is the link to where to go to:

<http://ok.gov/sde/oklahoma-academic-standards>

## **Title One Teachers**

In addition to our staff we have a Title 1 Math instructor. Mrs. Melody Anderson. Remember, in order for our students to receive Title services there is multiple criteria; Parent request, teacher recommendation, class grades, and or OCCT/OMAAP test scores. Regular classroom teachers should be in constant communication with our Title Math teacher for our students.