



**TARGETED ASSISTANCE PLAN**  
*Every Student Succeeds Act, Section 1115*

<b>School Year:</b> 2023 - 2024
---------------------------------

<b>DATE LAST REVIEWED</b>
<b>Date:</b> August 31, 2023

<b>DISTRICT INFORMATION</b>	
<b>District Name:</b>	Lone Star
<b>County/District Code:</b>	19 / C008
<b>Superintendent Name:</b>	Tracie Hale
<b>Telephone:</b>	918-224-0201
<b>Email address:</b>	thale@lonestar.k12.ok.us

<b>SCHOOL INFORMATION</b>	
<b>School Name:</b>	Lone Star School (K-8)
<b>School Site Code:</b>	105
<b>Principal Name:</b>	Justin Whitehouse – Lower Grade, Dusty Kragel – Upper Grade
<b>Telephone:</b>	918-224-0201
<b>Email address:</b>	<a href="mailto:jwhitehouse@lonestar.k12.ok.us">jwhitehouse@lonestar.k12.ok.us</a> , <a href="mailto:dkragel@lonestar.k12.ok.us">dkragel@lonestar.k12.ok.us</a>
<b>School Poverty Rate:</b>	47.90%

<b>INSTRUCTIONS</b>
<p>Each of the six sections of the plan is composed of three parts:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• The third part is a text box where the narrative answers are to be entered. There is no word or character limit.</li></ul>



### 1. Parent and Family Engagement

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

#### Meets Expectation

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

#### Developing

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

#### Does Not Meet Expectations

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

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

Lone Star reaches out to the community and families to become involved in the school community. Various stakeholders collaborate to review and maintain federal and state regulations. Parent involvement is a priority, and the district strives to create flexibility in scheduling school-related events to increase parent attendance. Dates for scheduled meetings are listed in school offices and posted on the district website or Parent Square. The administration also sends out “all calls” to student home phone numbers to share school information. The district appreciates and values the parent/guardian voice; annual surveys and committee meeting positions are available for parents to become involved in the school community.

Below is a sample listing of the various family engagement opportunities:

- Annual Back to School & Meet the Teacher night- provides the opportunity for parents and students to become acquainted with the child's teacher(s) and be encouraged to sign up for classroom partners.
- PTO
- Teacher/Parent Conference(s) - Conferences are scheduled on different days with time slots up to 7:00 p.m. to give parents an expanded opportunity to attend.
- The Library has monthly family reading nights to promote parent & child literacy and provide several book fairs throughout the year.
- The Native American Education program provides sponsored activities and cultural events.
- Lone Star also takes into consideration our ELL students and parents. All communication and documents translate into the parent's native language, and a school ELL parent liaison is also available in communicating with parents.
- The district also utilizes the school website and Parent-Square platform to communicate school-related information.
- Lone Star’s Title I department also fosters positive home and school relations by offering:
  - Beginning-of-program/year Parent Meeting that is scheduled during an evening and provides additional information about the Title I program and how a child qualifies for services. They also receive helpful literacy information and ideas in working at home with their children.
  - Parents are encouraged to volunteer and serve on the Title I consulting team as a parent liaison to share parent insight.
  - Title I has a webpage on the school's main website providing information about Title I services, parent's right to know, links to literacy activities, and other Title I related events and also a Parent Square platform.
  - Monthly “reading” newsletters are sent home and posted on the Title I website, providing additional literacy suggestions and activities.
  - Students have opportunities to take home literacy activities such as One Minute Reading w/CD, Title I CD/Book Library.
  - Summer Reading Camp for Title I students - Provides intensive learning to help with the “summer slide.” Also, students engage in cultural activity by preparing a theatrical performance based on a children’s book to perform for parents and family at the end of camp.
  - Title I is also considerate of the ELL parent, so all information sent home regarding Title I resources is in the student's native language. Title I also has a paraprofessional that speaks fluent Spanish to help communicate with ELL Title I students and their parents.



## 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.
8. Students K-3 who score below benchmark on universal reading screener is now receiving additional screener for dyslexia behaviors.

### 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. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
2. Students identified for services do not represent at-risk category.
3. 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).
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 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.**

Lone Star Title I, Part A: Targeted Assistance program goals, are to develop and provide sound, effective intervention services, during and after school, to students at risk of academic failure in reading and math. It is Lone Star's philosophy that early intervention is critical in remediating student academic failure. Our vision is that providing these supplemental programs in literacy and math will improve student skills to succeed outside the classroom. One of the more far-reaching goals is for all Lone Star students in Kindergarten through Eighth Grade to be functioning at grade level, producing grade-level work, and demonstrating grade-level knowledge on reading and math screeners and assessments.

Lone Star School is a K-8 dependent school district in Creek County that receives federal funding for Title I, Part A Targeted Assistance program. Lone Star utilizes the free and reduced lunch to determine the annual student poverty percentage (percentage does not include Pre-K students); almost half of the Lone Star student population is economically disadvantaged. Having been identified as a school eligible for Title I Targeted Assistance funding, the committee will determine which grade levels are in greatest need of intervention by reviewing;

- Student Demographics and attendance data
- Discipline data
- OSTP academic scores and other district-level assessment scores
- Literacy screenings using state-approved programs
- Teacher and/or parent concerns
- School climate with includes counseling concerns
- Faculty professional development

Title I Coordinator/Reading Specialist will assess the literacy needs of students by;

- Collecting student screening results to create a student ranking list
- Conduct diagnostic assessments
- Review Title I student academic failure area(s) & attendance records
- Review upper elementary standardized test scores to target possible areas in lower grades that need focus.
- Coordinate with general classroom teachers to develop and provide intervention services to students most at risk for academic failure and/or other considerations that may affect student academic success.
- Communicate findings and outline district strengths and weaknesses at annual Title I parent meetings, where parents may provide input on increasing student academic achievement.
- Provide individualized (research-based) intervention with regular monitoring
- Provide early learning 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.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. 10% of RSA funds are set aside for Professional development in the Science of Reading for teachers, paraprofessionals, and other school personnel K-5.



**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.

**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.**

Teachers monitor student progress by reviewing benchmark scores (trends) and diagnostic assessment outcomes. Upper-level teachers use state testing results and collaborate with past primary-grade teachers. Data provides teachers with information about student strengths and areas needing improvement. The curriculum will provide students access to grade-level standards. Teachers will also use results from curriculum assignments and test scores to gauge student understanding of the content. All kindergarten through third-grade students completes screening at the beginning of the school year for current literacy skills and screening for potential dyslexia factors. Students who score below grade level will receive further review and evaluation in determining the Tier level of intervention and the need for a student reading proficiency team (SRPT).

Lone Star educators will continue strengthening their academic knowledge and programs through professional development opportunities that provide teachers with the latest educational research and information to improve instructional methods and techniques. Faculty are also participating in the Teacher Leadership Effectiveness (TLE) program. Administrators conduct regular walk-throughs and observations in classrooms, looking for best practices. Lone Star provides newly certified teachers with a mentor teacher who will assist in strengthening instructional and management skills. Each grade level is a professional learning community (PLC) with monthly collaboration meetings to discuss teaching practices and assessment data. The faculty continually shares and provides suggestions regarding best practices to help Lone Star stay current on best educational practices. The state of Oklahoma's recent RSA Science of Reading mandate also ensures that staff remains to provide effective instruction. State dyslexia screening mandates will also help lead teachers in direct instruction.

Title I Reading Specialist will provide additional diagnostic assessments to at-risk students, design effective individualized interventions, and analyze possible dyslexia issues. A targeted intervention will include daily opportunities for independent and teacher-led learning. Personalized instruction will target areas of literacy where the student is experiencing difficulty. The specialist may utilize different approaches such as; the Orton-Gillingham method, Lindamood-Bell, Nessy, Quick Reads, etc.) to develop a core literacy foundation. Instruction will be given in a one-to-one or small group setting. Students will receive formal and informal continuous monitoring to observe skill internalization. Professional development opportunities will be made available to assist faculty in maintaining information and knowledge in current education-related research.

District stakeholders will continue to develop ideas and efforts to entice parents of students to become involved in school functions and their child's education. One area where parents could support their child's education is to ensure the child comes to school. Absenteeism was the main factor in the school's reduction of the overall report card grade. Economically Disadvantaged students make up almost half the student population of Lone Star District students. Administration, teachers, and program coordinators auditorily and/or physically witness some students' living conditions. Many live in a trailer park with cardboard-covered windows, and some have no beds/mattresses. A strength Lone Star District remains to encompass is our bus drivers, school staff, teachers, administration, and program coordinators collaborate and communicate regarding our students' mental/physical conditions through home visits and relentless phone messages. Although Lone Star was graded down due to excessive absenteeism, it is not the result of district effort. However, to improve student attendance, changes have been implemented in the absent and tardy policies.





#### **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**

Lone Star is a dependent K-8 school district with an onsite Preschool. District curriculum aligns with OSDE standards and framework. Teachers provide effective instruction and collaborate in professional learning committees (PLCs) to ensure all students receive the same caliber of instructional practices. Teachers also participate in Teacher Leader and Effectiveness (TLE) program.

Critical student transitions that occur at Lone Star include; incoming preschool-aged children, students moving into Kindergarten, beginning of school, students entering Title I programs, lower elementary students transitioning to the upper-grade building, and Eighth-grade students transitioning to high school.

At the beginning of each school year, Lone Star staff has a “back to school and meet the teacher” night. This allows students and parents to greet teachers, find classrooms, and tour the school. This is also the time the students receive school handbooks and receive information about joining school and community organizations.

Preschool and Kindergarten teachers present an orientation night for parents to discuss programs and procedures. Preschool and Kindergarten students attend major school-wide events, scheduled Library, computer lab visits, shared playground time, and upper-grade reading buddy visits.

To prepare fourth graders moving into the upper-grade building, students receive lockers and combinations to become accustomed to using lockers. Block schedules help students practice and become comfortable with changing classes. A visit from the Middle School Music teacher and athletic coach provides information about different electives students may choose in fifth grade.

Eighth-grade students take guided tours of area high schools, and former Lone Star students visit to share high school experiences. Area high school representatives also visit to share information about academics and sports. The goal is for eighth-grade students to transition from Lone Star to the area high schools with confidence and preparedness. The upper-grade counselor meets with students to discuss high school plans, core requirements, and grade electives. Also, Lone Star offers high school credit course work for seventh and eighth-grade students in Art, Spanish I and II, Algebra I, Physical Science, and Fundamentals of Technology.

Students eligible for Title I programs meet and receive intervention services from Title I teachers, reading specialists, and paraprofessionals. Annual Title I Parent Meeting held in October provides an opportunity for parents to meet Title I staff, tour Title I resource rooms, and learn about the programs offered. Title I Summer Reading Camp in June and Annual End of Camp Celebration allows parents to come to tour the summer camp hangout and watch Reader Theatre student performances.

<b>5. Coordination and Integration</b>	
<input checked="" type="checkbox"/> 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)]	
<b>Meets Expectations</b>	
<ol style="list-style-type: none"> <li>1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.</li> <li>2. Leverages funding streams to connect the reform strategies developed.</li> <li>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.</li> </ol>	
<b>Developing</b>	
<ol style="list-style-type: none"> <li>1. Identifies limited resources to improve student outcomes.</li> <li>2. Funding streams support some, but not all reform strategies.</li> <li>3. Limited description of how funds will be used to meet the intent and purpose of the programs.</li> </ol>	
<b>Does Not Meet Expectations</b>	
<ol style="list-style-type: none"> <li>1. The identified resources are insufficient to impact student outcomes.</li> <li>2. Funding streams do not support any of the reform strategies.</li> <li>3. Unclear description of how funds will be used to meet the intent and purpose of the programs.</li> </ol>	
<b>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</b>	
Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount Available
Title I, Part A (salary, intervention curriculum, technology, extended programs, diagnostic evaluation, professional development)	FY24 \$178,814.82 FY23 Carryover \$15,497.53
Title II, Part A (salary, professional resources and opportunities to improve teacher effectiveness)	FY24 \$24,906.76 FY23 Carryover \$849.26
Title IV, Part A (salary, program materials that support well-rounded education)	FY24 \$11,859.38 FY23 Carryover \$3,480.23



## 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.**

Annually, the federal programs coordinator will collect, update data and make necessary revisions to the district comprehensive needs assessment (CNA). The coordinator will distribute CNA to stakeholders to collaborate. The federal coordinator will collect additional information to update the Title I Targeted Assistance Site Plan. The site Plan will then be reviewed and certified by the administration. The plan will be made available on the Title I website and the coordinator will share plan information with Title I parents at the annual meeting.