



OKLAHOMA Education

Elementary and Secondary Education Act (ESEA) Targeted Assistance Program Plan

The Title I, Part A Targeted Assistance Program Plan template was designed to ensure each school plan is fully developed according to the requirements in [ESEA Section 1115](#). The Title I, Part A Targeted Assistance Program Plan must be reviewed and submitted annually to the Oklahoma State Department of Education (OSDE) as a part of the Consolidated Application.

1. In the space below, enter the school year (Example: 2024-2025). The plan will be implemented.

2026-2027

2. In the space below, enter the date (month, date, year) the plan was last reviewed. The date should be within the current calendar year.

8/24/26

3. In the table below, enter the requested information for the district.

District Information	
District Name:	Lone Star
District Number:	C008
County Name:	Creek
County Number:	19
Superintendent Name:	Tracie Hale
Email Address:	thale@lonestar.k12.ok.us

4. In the table below, enter the requested information for the school site.

School Information	
School Name:	Lone Star School (K-8)
School Site Code:	105
Principal Name:	Justin Whitehouse (lower grade), Dusty Kragel (upper grade)
Email Address:	jwhitehouse@lonestar.k12.ok.us , dkragel@lonestar.k12.ok.us
*School Poverty Rate:	51%

*Required for the school to report. Please consult with district personnel regarding the rate reported in the Consolidated Application (Grants Management System).

Instructions

The template is composed of six sections. Each section has three parts.

- The first part outlines the relevant passages in ESEA and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part describes the expectations for the narratives.
- The third part is a text box where the narrative responses are to be entered. There is no word or character limit, and the text box will expand.



1. Parent and Family Engagement

✓ By checking this box, the school principal certifies that the school meets the requirements of Section 1116 of ESEA, 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. [ESEA Section 1116\(b-g\)](#)

Expectations

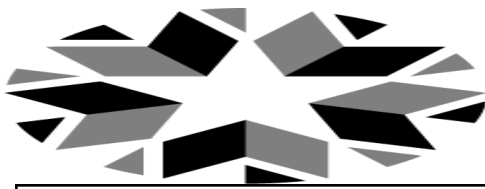
- Specific strategies to increase parent and family engagement, especially among the families of students identified as most at risk, have been identified and implemented in close alignment with the needs assessment.
- Parents and family members, stakeholders who reflect the demographic composition of 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-A 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 IA targeted assistance plan, as well as all communication regarding its development, evaluation, and revision processes, is available in languages and formats accessible to every family and community stakeholder of the school.

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

Lone Star prioritizes open communication with our school families through personal and technical interaction. We also conduct surveys with parents to determine the most effective communication methods. Parents are also surveyed or interviewed to help maintain our school and family engagement policies and programs. Here is a comprehensive list of our efforts for effective school-to-parent communication:

- Parent-teacher conferences (scheduled day and evening schedules)
- Progress reports and report cards
- School - Parent Compact reviewed and sent to parents whose students fall under the targeted assisted
- Teachers and Supplemental Programs provide reading and math strategies to students and parents, encouraging them to seek help.
- Monthly newsletters and literacy and math pamphlets are sent home, providing parents with practical suggestions for supporting their children's learning.
- The school website and ParentSquare keep parents updated on all Lone Star activities and learning events.
- The website also shares online programs and study aid sites.
- The Title I-A funded Reading Clinic offers a meet and greet in the fall. It holds an annual parent engagement meeting at the end of the Title I program school year. This meeting reviews the Title I-A program, conducts a parent survey, and provides parents with insights into parental involvement and details how the clinic's intervention works with students.
- Parents/Guardians are invited and welcome to attend scheduled district meetings.

Our school district collaborates with several community programs to support student success, such as "Reading Grands," Sapulpa High School Reading Pals, Lone Star Upper Grade "Reading Partners," Daybreak Counseling, Sapulpa Fire and Police Departments, Sapulpa County Library, and area Native American organizations.



We deeply value our cultural diversity and demonstrate this by providing information translated into the native languages of our non-English families, offering a parent liaison for verbal communication, and providing ELL and Native education services.

We also actively engage and encourage families to participate in school events, such as;

- Meet the Teacher & Open House
- Family reading nights
- School carnivals
- Encourage family volunteering
- Utilizing the school's counseling services.
- Our school's PTO organization
- Title I-A Parent meet and greet and annual parent engagement meeting

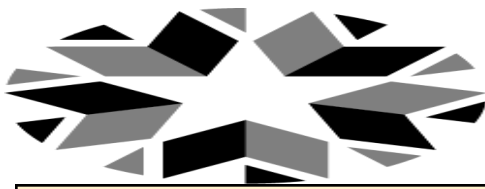
2. Student Identification

☒ By checking this box, the school principal certifies that the students identified for targeted assistance belong to one of the populations described in [ESEA Section 1115\(c\)\(2\)](#) or students that are failing or most at risk of failing to meet the challenging state academic standards as identified on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school. [ESEA Section 1115\(c\)\(1\)\(B\)](#).

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. The school-targeted assistance plan was developed based on a comprehensive needs assessment, taking into account data on student demographics, achievement levels, family involvement, cultural climate, and staffing. The needs assessment includes an analysis of the school's strengths and weaknesses and emphasizes strategies to support learners who have not yet met grade-level requirements.
3. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the school's system (e.g., diagnostic review) and perception data, gathered from several sources.
4. Students identified for targeted services represent populations most at risk of failure.
5. This includes a 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, and students with disabilities).
6. Examines the strengths and needs of students, teachers, schools, and communities.
7. 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, to assist the targeted student population.
8. There is strong evidence that the school's Title IA 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.

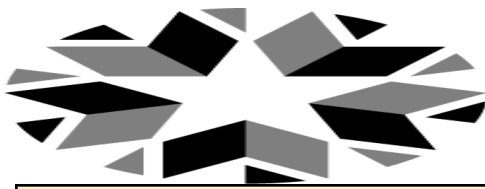
As the committee reviewed and discussed the revision of the TA-plan, the following was reviewed:

- During the 2025–26 school year, 3rd-grade OSTP English Language Arts scores showed a notable increase in students scoring "below basic," alongside a 13% drop in proficiency, while 4th-grade ELA proficiency decreased by 5%. In contrast, OSTP math scores improved in both grades, with proficiency rising 5% in 3rd grade and 7% in 4th grade. While overall Universal Literacy Screening scores for Kindergarten through 3rd grade remained consistent with last year, 3rd-grade students experienced a sharp 17% drop in proficiency. This decline in 3rd-grade performance is largely attributed to lingering disruptions from the COVID pandemic, as well as a higher proportion of students with Individualized Education Programs (IEPs) than in other elementary grades.
- An analysis of student demographics shows a slight decrease in the number of students facing economic disadvantages and homelessness. Many of our students' families are currently living with relatives, and some students reside with their grandparents. Our counselors, who also serve as district liaisons, undergo training to help our school identify these students and connect them with the necessary assistance services.
- Elementary student absenteeism has held steady compared to last year, while student tardiness continues to improve. This progress suggests that the tardiness policy is successfully encouraging accountability: students serve detention after their fourth tardy, at which point their tracking count resets to zero until another four tardies accumulate.
- While overall behavioral incidents at our elementary school have decreased, Kindergarten and Third Grade have experienced an increase in behavioral issues, particularly in-school disruptive behavior. This marks a shift from last year, when bullying was the primary issue before its recent decline. Recognizing that children's behavior often reflects what they see at home, we are introducing positive reinforcement initiatives like the "Caught Being Good" program. Furthermore, building on efforts started last year, we continue to provide parents with academic and well-being resources on our school website using materials purchased from the Parent Institute.
- Parent and guardian participation in both the annual summer meeting and survey showed positive growth, with the Title I Program receiving a 100% overall satisfaction rate. However, attendance at the fall open house meeting remains a challenge; survey feedback indicates that families are interested in participating if an online option is available. In response, leadership is exploring electronic formats to offer a virtual information session.

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 the school will:

- Such strategies will serve participating students identified as eligible children under [ESEA Section 1115\(c\)\(2\)](#), 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 used will strengthen the school's academic program through activities that may include expanded learning time, before- and after-school programs, summer programs and opportunities, a tiered model to prevent and address behavior problems, and early intervening services.

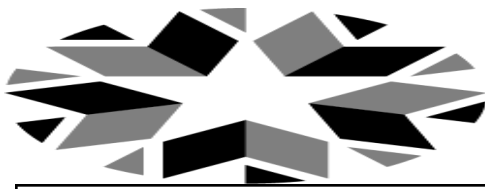


Expectations

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. It addresses the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective, and additional assistance (which may include extended learning time, before-school, after-school, and summer programs) is provided to 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 a tiered model to prevent and address behavior problems and provide early intervention services.
6. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data from academic assessments.
7. Evidence-based strategies as defined in [ESEA Section 8101\(21\)](#).

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.

- Lone Star Elementary begins each school year with a reading screening in Kindergarten through Fourth grades. Screenings are also given in the middle and at the end of the year. These screenings identify students who are struggling with early literacy development or other reading issues. There is also a screener to flag potential students who may be experiencing dyslexia. Once the screenings are complete, any student who does not score at grade level is placed on a reading plan. Depending on the severity of the student's struggle, a ranking list is developed, further diagnostic assessments are done, and teachers and parents are interviewed to create a literacy path for the student.
- There are different levels of intervention based on the severity of the student's learning difficulties. The teacher works with struggling students daily in small groups. Students with more significant learning challenges receive instruction from a Title IA teacher or a reading specialist. The student working with the reading specialist needs to be removed from the general class to prevent disruptions and maintain focus. The Title IA program emphasizes the science of reading and provides targeted interventions based on the student's needs. Progress monitoring is conducted weekly to determine whether the current intervention is effective or adjustments are necessary.
- The Title IA department also offers before- and after-school tutoring for additional student support. An annual summer reading camp provides learning opportunities to prevent summer learning loss.
- Lone Star Elementary offers an English Learning department that provides immersion opportunities for students, including instruction in academic content, vocabulary, and understanding of school layout, policies, and class assignments. EL students also receive child-friendly definitions and discuss their meanings to improve understanding, with visuals or other helpful graphs/pictures. A student peer who can communicate with the EL student helps them understand and follow directions and assignments. The school provides translation of information into students' native languages, and students are encouraged to use their native languages to develop an understanding of English concepts. The EL department also conducts screenings and assesses students to determine if



intervention is beneficial or needs adjustments. General teachers also work with EL students in small groups to assist with assignments and homework.

- The Title IA Intervention program uses various evidence-based materials, depending on the students' needs. Interventions focus on early learning, such as phonological awareness and the transition to phonics. One effective program is *Really Great Reading*, grounded in the science of reading.

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. [ESEA Section 1115\(b\)\(2\)\(G\)](#)

Expectations

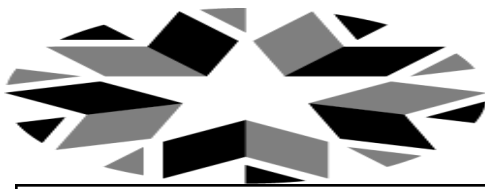
1. Eligible students participate fully in core content and elective classes, with additional instructional assistance under this part.
2. Clear procedures are in place for students to visit the next grade level, meet the teachers, and learn new procedures.
3. Clear procedures are in place for receiving new students; a school point of contact has been established and clearly communicated to students, parents, and guardians.
4. Staff members meet regularly in vertical teams to compare curricula and plan strategies to close achievement gaps 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 instructional practices. Teachers also participate in the Teacher Leader and Effectiveness (TLE) program.

Critical student transitions at Lone Star include:

- Incoming preschool-aged children and parents attend a Preschool Roundup Meeting. Students also participate in school-wide events and scheduled library and computer labs.
- Students moving into Kindergarten and parents attend kindergarten orientation night. Students also participate in school-wide events and scheduled library and computer labs.
- At the beginning of school, students and parents attend Meet the Teacher to greet teachers, find classrooms, and tour the school. This is also when the students receive school handbooks and information about joining school and community organizations.
- Elementary students transitioning to the upper-grade building become accustomed to lockers, changing classes to help prepare for fifth grade. 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 transitioning to high school 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 coursework for seventh and eighth-grade students in Art, Spanish I and II, Algebra I, Physical Science, and Fundamentals of Technology.

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 ESEA, 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. [ESEA Section 1115\(b\)\(2\)\(F\)](#)

Expectations

1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the developed reform strategies.
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.

Addressing the above expectations, describe in the box below the ways in which funds (e.g., Title III, Part A, donations, competitive grants) are to be braided in the Title I Targeted Assistance program.

Federal, State, and Local Educational Funds supporting Lone Star Elementary include:

- Title I Targeted Assistance: supports the intervention instruction of reading and math
- Title II: supports the salary of program coordinator/trainer for professional learning for all staff members
- Title IV: Provides funding for programs that provide well-rounded education to students, such as STEM and STEAM clubs, robotics clubs, derby clubs, and music and movement
- State and General funding are crucial to addressing many of Lone Star Elementary's needs. These funds are instrumental in enhancing instructional effectiveness and ensuring the progress of all students, particularly our low-performing and economically disadvantaged/homeless students. They also support professional development coursework, such as the science of reading, provided to our targeted K-4 teachers and paraprofessionals.



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. [ESEA Section 1115\(b\)\(2\)\(G\)\(iii\)](#)

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 revision of the Title I plan include regular analysis of multiple types of data (i.e., student learning, demographic, process, and 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 and determine patterns in student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

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.

Lone Star Elementary Title I Targeted-Assisted has a Title I committee with members, including administration, faculty, and parents, who meet annually to review and revise the Title I plan. Monitoring occurs throughout the school year to determine where the plan needs to be altered. The committee reviews student performance and outcomes, demographic data, attendance, discipline, and family engagement opportunities. Although Lone Star is not required to conduct a comprehensive needs assessment, we continue to review a needs assessment focused on kindergarten to fourth grade as a targeted assistance site. This data, along with various staff and family surveys, will continuously help guide the review and update of the district plan to support the educational success of our elementary school.