

# **Title I Elementary Site Plan 2018 - 2019**

Title I is designed to help students served by the program to achieve proficiency on challenging state academic achievement standards. Title I schools with percentages of low-income students of at least 40 percent may use Title I funds, along with other federal, state, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school. Title I schools with less than 40 percent low-income students or that choose not to operate a school wide program offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the state's challenging academic achievement standards. Targeted assistance schools design, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students. Both school wide and targeted assistance programs must use instructional strategies based on scientifically based research and implement parental involvement activities. Indianhoma Public School is a Title I School wide program.

## **Clarify Vision**

It is the Title I advisory committee's consensus that the Indianhoma Public School's mission statement, (The Indianhoma Board of Education , in partnership with our school and community will provide a quality education for all children. This education will be provided in a safe, respectful environment and will maximize the potential of students to become effective, successful, productive citizens of tomorrow.) coupled with the committee's goals, and vision, is parallel. shared and complementary in every realm with expectations that ALL students be successful academically and will be career or college ready upon high school graduation. Professional development is an instrumental aspect in achieving this expectation. School leadership will provide the resources and data necessary to determine focus areas to strengthen student learning and educational practice. Also data will be provided in order to analyze and evaluate the progress and to assure learning is continually improving.

## **School Profile**

IES is located in Indianhoma, OK. Indianhoma is a small, rural farming/ranching community with a population of approximately 400 located in southwest Oklahoma. Indianhoma is a poverty-stricken community with elementary students comprising over 80 percent free and reduced lunches in Indianhoma Elementary School. Demographic information for Indianhoma Elementary School is 47% Native American, 44% Caucasian, 6% Hispanic, 2% Black and 1% 2 or more races. The student needs' focus areas will be determined by data from the Oklahoma State assessments in English Language Arts and Math, and by the benchmarks in social studies and science. Also, Indianhoma will continually determine areas that need additional focus including non academic areas. The curriculum and presenting instruction will zero in on the academic needs determined by by the data mentioned as well as utilizing comparative data to reflect growth and need for growth as determined by the NWEA Growth assessment. The Acellus program will be used for intervention needs in all areas to include math, science, ELA, and social studies. Professional development will be an integral part of preparing teachers to advance academic needs of all students. Also the Indianhoma Public School Staff realizes how important it is to involve families and communities and actively pursue ways to improve the involvement of family and community.

## **Available Data Sources**

The data sources that will be used to determine student needs will be the Oklahoma state assessments, Dibels, Star, socio economic status, attendance, discipline documentation, parent involvement, student surveys, teacher observation study island bench marks and growth scales.

## **Available Data**

The school leadership and staff will analyze data in the areas indicated in the comprehensive school improvement plan. These areas will be evaluated and levels of student performance will be constantly monitored to ascertain whether the process is working or not. If not, adjustments will be made. It is a requirement that all of the certified staff will meet weekly and review the data and analyze data in the areas targeted. Intervention is a daily, on-going process to meet student needs. The strengths and weaknesses will be the guiding forces for the continued implementation of the components of the school wide plan. Outcomes of the weekly meetings will be communicated through minutes of the meetings to assure that targeted academic goals are being achieved.

## **School Wide Flexibility**

Titles I, II, IV, and VI funds are coordinated with Special Education funds and state funds to create a school site that provides educational successes that meet all students' needs.

## **REFORM STRATEGIES**

Once the instructors have determined the level of proficiency of each student, the instructional strategies will be provided. Teachers will study current research to align and provide applicable curriculum. The weekly meetings will afford the instructors the opportunity to analyze student work to target and revise instruction and curriculum, and to obtain information on student progress. The teachers will examine and discuss student work collaboratively and use this information to guide their instruction. The leadership will allocate and integrate state and federal program resources so that student needs will be met. The HWEA growth assessment results will play an important part in the reform process. At risk students will provided Tier 2 and Tier 3 interventions. Teachers will be communicating with parents regarding their student's progress. Each teacher has either a smart board and as the smart boards become antiquated and need to be replaced, they are being replaced by promethean boards - thanks to a grant we received. Additionally, we received a DoDea grant and will be having after school classes. These classes will be an extension of reform efforts so that intensive tutoring will be available. Further, with the DoDea grant, we have incorporated an Acellus coding robotic program (3 pods) so that our students will learn coding and programming which is very complementary to reading, math and science STEM. Accomplishments and goals are viewed and established at every professional development meeting as well as on-going checks and balances. The services of the counselor, the Special Education teacher, and speech teacher will be coordinated with services integrated in appropriate classrooms with all transition programs., students with limited English Proficiency; disabilities; neglected or delinquent youth, youth at risk of dropping out and/or homeless children. Also, the Indianhoma High School Site personnel will be afforded the opportunities to participate in Scientific researched based professional development activities.

## **QUALIFIED TEACHERS**

All of the Indianhoma Elementary School teachers and paraprofessionals meet the qualification requirements in the state of Oklahoma. It is critical that teachers are knowledgeable regarding the content taught and the scientifically researched methodologies. Also, classroom management and parent communications are critical. Professional development will be on going throughout the year and the new criteria for professional development included in the teacher evaluations will be most beneficial for both teacher and student success. When it is necessary to hire new staff, our school concentrates on hiring highly qualified staff. A template has been created for notifications to parents when students are taught by a non qualified teacher for more than four weeks. Indianhoma School is in the process of creating data charts to display qualified data including the degrees earned and the year of experience.

## **PROFESSIONAL DEVELOPMENT**

The yearly professional development plan is created by the professional development advisory committee. The committee focuses on preparing teachers and paraprofessionals to assure that our students meet the Oklahoma academic standards. The professional development is planned so that the learning gaps become smaller for our students. The professional development plan is developed with our school wide plan in mind. All Indianhoma teachers participate in professional development that aligns with EEHC 6.10 - increases the knowledge of child and adolescent development, encourages the use of effective pedagogy, supports techniques for increasing student motivation and addresses the diverse needs of students in an effective manner. The professional development plan addresses site-specific needs as appropriate. The professional development plans include instruction in learning styles, use of technology, Google classrooms, Techniques for working with Special needs Students, scientifically researched methods to improve reading, math, science and social studies skills. The professional development advisory committee will also evaluate the professional development provided to ascertain its effectiveness.

## **TEACHER RECRUITMENT**

The district posts available positions on the Indianhoma school website and local newspapers. The criteria listed reflects the qualifying credentials needed. Indianhoma also works with colleges asking them for any recommendations they might have. When interviewing a teacher, the administrators provide information regarding the outstanding support given to the Indianhoma staff and faculty. Also, they are provided information regarding the professional development plan so that they realize professional development is on going in an effort for all involved to become better teachers. Mentoring is provided for new teachers. Indianhoma utilized the Oklahoma Pay Scale and provides a quality working environment for the staff and faculty.

## **PARENT/FAMILY ENGAGEMENT**

Title I parent meetings are held to inform the parents and distribute important information to them. a Parent Involvement Policy and a Parent School Compact has been created. We are currently working to receive a 100% completion of the parent school compact. Parents are members of our advisory committees and are surveyed annually regarding parental involvement activities. Parents are notified of activities through notes, letters, web site postings, school newsletter and emails. Annually, the school hosts a 'make it take it night' where teachers work with parents developing a fun activity they can take home and work with their students on specific subjects such as reading, math, science etc. A career fair is being planned for students and parents will be an integral part of this activity. Parents will describe their careers and have hands on activities for students that relate to their careers. Indianhoma School hosts two parent conferences during the year so that parents can talk with the teachers about their student's progress. Parents are made aware of Title I, and Title VI meetings.

## **STUDENT TRANSITION**

The Indianhoma Public School is located on one city block. This includes grades PreK 3 through grades 12. Therefore the transition logistics are easily developed. For example, our sixth grade students are afforded the opportunity to visit the 7th grade classes in the Spring. They are assigned mentor buddies and actually visit the 7th grade classes. The 7th grades teachers prepare in advance and a post class visit processing session is held by the 6th and 7th grade teachers. New students in school are assigned a 'buddy' who shows them around and has lunch with them for the first couple of weeks of school. The counselor is involved in the transition strategies and provides

guidance for teachers and students. Assistance is provided for parents and students alike any time there is a transition from a familiar situation to an unfamiliar situation. The counselor has a senior night where colleges are invited and then the counselor also has a college employee who spends two days at our school assisting students with FAFSA applications no matter what college they are planning to attend.

### **TEACHER INCLUSION IN DATA DECISIONS**

During the team/committee meetings, teachers look at data to determine where the students are and discuss methods they are using to get them where they need to be. The teachers analyze the test results, benchmarks, NWEA Growth assessment data and determine what interventions are needed. Much data is gathered and utilized in making these decisions. The Oklahoma state assessments are used as well as the NWEA Growth assessment, teacher made tests, portfolios, students presentations and projects, study island benchmarks. The results of these assessments coupled with the Oklahoma standards are utilized in the tutoring and reform strategies. Before school, during school, and after school, tutoring is provided to all Indian High School students to ensure that ALL students are successful.

### **STUDENT INTERVENTIONS**

Students who are in need of additional help are identified by the team/committees. Arrangements are made for additional assistance and instruction strategies for different levels of student competence will be developed. The different instructional strategies will be used both in the classroom and in tutoring sessions. The effectiveness will be evaluated periodically and continued or modified as needed. The team will also provide and suggest interventions for the students. Some of the indicators to be used and tracked will include attendance, behavior, and academic success.