

# **Title I Schoolwide Plan**

**Bill Wallace Early Childhood Center  
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Chickasha, OK 73018**

**Chickasha Public Schools  
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1996-1997 School Year**

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September 29, 2020**

**CHICKASHA PUBLIC SCHOOLS  
TITLE I SCHOOLWIDE PROGRAM PLAN  
BILL WALLACE EARLY CHILDHOOD CENTER**

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# 1. Parent and Community Stakeholder Involvement

By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessional present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **[ESSA, Section 1114(b)(2)]**
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **[ESSA, Section 1114(b)(4)]**
- 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 Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.
2. Parents and community 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 Schoolwide Plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I Schoolwide 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

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the Needs Assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I Schoolwide Plan.
3. The school vision and mission for student success are communicated to families and are based on the beliefs and values of the school community.
4. The Title I Schoolwide Plan is available in multiple languages and formats.

## Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the Needs Assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I Schoolwide Plan.
3. 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.
4. The Title I Schoolwide Plan is posted in English on the school's website.

**Addressing the above expectations, describe the strategies your school is using to increase family and community stakeholder involvement.**

**1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.**

- The school uses many avenues of communication. These include paper notes/newsletters, school Facebook pages, school website, calendars, email, phone messages, classroom applications (such as Dojo and TalkingPoints), conferences, and access to parent portals for programs.
- Meet-and-Greet/Orientation (Parent Informational Meeting) – held one evening prior to the start of school. Parents receive information addressing Title I participation, handbooks, Oklahoma Academic Standards (OAS), curriculum, online resources, assessments, classroom procedures, and schedules.
- Foster Grandparents – The school maintains an association with senior citizens and grandparents through the Foster Grandparent program. Grandparents read with students and act as mentors. (Pending due to COVID restrictions.)
- USAO/CVTC – The school cultivates relationships with the local university and technology center for the mutual benefit of each site’s students and staff.
- School/Parent/Student Compacts – presented to parents before or during fall conferences. Compacts detail how teachers, parents, and students work together to maximize academic achievement and can guide discussion during conference time. The compact is reviewed and updated at the annual site Title I meeting.
- Conferences – Parent-teacher and/or parent-student-teacher conferences with classroom teachers are scheduled according to the district calendar for all students. Other conferences may be scheduled as needed. Conference time will include guidance for parents in interpreting assessment results and monitoring their child’s progress.
- Programs, Activities, and Celebrations – scheduled throughout the year. Parents are encouraged to attend, volunteer, or participate at events to involve them in their child’s education. (Pending due to COVID restrictions.)
- Family Literacy or STEM Nights – scheduled periodically on evenings throughout the school year. Students and parents may visit the school to engage in literacy- or STEM-related activities. (Pending due to COVID restrictions.)
- Parent Information/Materials/Training – offered periodically throughout the school year and the beginning of summer. In response to needs assessment/survey data, information/materials/training may be provided for parents seeking to support their child’s reading or math achievement.
- Home Language Surveys – conducted and maintained by the coordinator of ELL records. The home language surveys are used as resources to identify parents whose involvement could be enhanced by having access to non-English achievement reports, surveys, or other written communication.
- Propio Interpreter/Translation Service – contracted by the district. Interpreter and translator services are available on both a scheduled and an on-demand basis.
- Parent Involvement Survey – offered annually each spring. Parents may give feedback concerning resources, communication, safety, and culture. The survey is provided on paper and in electronic form. Data is summarized for the site planning team and shared as appropriate.

**2. Parents and community 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 Schoolwide Plan.**

- The core planning team members were selected to represent all groups served by—and charged with implementing—our schoolwide plan. This includes principals, Title I personnel, classroom teachers, student services personnel, and parents. All groups were kept informed of our planning process/progress and invited to participate or provide feedback. Final approved plans are sent electronically to all planning team members and school personnel. Additionally, printed copies of the plan are available for review at all times.
- During the spring planning process, all parents have the opportunity to complete a parent involvement survey and give feedback concerning resources, communication, safety, and culture. The survey is provided on paper and in electronic form.
- Parent representatives are included on the site planning committee and efforts are made to include parents of students with diverse backgrounds. All parents are informed of the proposed updates to the plan and the meeting date/time. Parents are encouraged to provide feedback and are invited to attend the meeting.
- The schoolwide plan is available for review at any time—with tentative revisions as well as the final approved copy.
- The school offers a School-Parent-Student Compact and maintains a Parent Participation Policy to act as guiding forces throughout the school year. (See supporting documents.)

**3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.**

The Title I Mission Statement acts as the foundation for the schoolwide plan:

Title I, Part A of the Elementary and Secondary Education Act of 1965 (reauthorized in the No Child Left Behind Act of 2001, which was replaced by the Every Student Succeeds Act of 2015) provides local educational agencies (LEAs or school districts) with extra resources to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunity as other children to meet challenging state academic standards.

The Vision and Values collaboratively developed by "Team Chickasha":

Vision: Building Pride – Inspiring Excellence – Empowering All

Values:

- RESPECT for ourselves, others, and the community
- PERSONAL RESPONSIBILITY for our words, actions and behaviors
- OPEN COMMUNICATION between students, parents, school and community
- INTEGRITY through kindness, fairness and compassion
- EXCELLENCE in all we do

BWECC's collaboratively developed Mission Statement:

The mission of Bill Wallace Early Childhood Center is to build a safe and healthy environment that will help each student know and reach expectations in academics and social skills. All children will help each other be the best student they can be.

**4. The Title I Schoolwide 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.**

BWECC's Schoolwide Plan is available to all stakeholders in many formats: printed summary form, electronic (email, Google Drive, school website link), and full printed copy upon request at any time. Additionally, the district has contracted with Propio to enable quality translation of the schoolwide plan into alternate languages for wider community access.

## 2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan was developed based on a Comprehensive Needs Assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA, Section 1114(b)(6)]

### **Meets Expectations**

1. 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.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. 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 school improvement.
5. Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.

### **Developing**

1. Includes performance and/or non-performance data gathered from a limited number of resources.
2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1111(c)(2) of ESSA.
3. Examines student strengths and needs.
4. 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.
5. Evidence shows that the schools Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students in general.

### **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. Includes analysis of the student body as a whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1111(c)(2) of ESSA.
3. Examines student deficits.
4. School administrators have not clearly and transparently identified and communicated the school's priorities.
5. Evidence does not show that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students.

**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; and a summary of priorities that will be addressed in the Title I Schoolwide Plan.**

**1. 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.**

#### Student Achievement Data

- Renaissance/STAR Early Literacy assessment data is collected at the beginning, middle, and end of the school year.
- Data from curriculum-related programs (such as Lexia) is collected in real-time. Reports are generated for desired intervals and purposes.

#### Perception Data

- Staff and parent surveys are offered in the spring. Feedback is summarized and shared to assist with planning.
- Professional development feedback is collected after each professional development offering.

#### Demographic Data

- All demographic data (including attendance) is maintained in the school and central office. It is updated continually and available for review at any time.

**2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).**

- Renaissance/STAR Early Literacy Screening, Summary, Annual Progress, and Growth Reports are analyzed and data is included in the Comprehensive Data Profile. The data is viewed through the lenses of both achievement and growth. For each grade level, the team considers the percent of students above STAR Early Literacy benchmark (40th percentile), how that changes over the year, and how those figures compare with previous years. The team also considers the changes in mean Scaled Scores and associated Percentile Ranks over the year as well as how those changes look in the context of previous years. Finally, the team considers the percentage of students attaining their personal growth targets for the school year, how that data compares with national “typical growth” norms, and how the data looks when compared to previous years. Further, reporting groups are used to monitor the achievement/growth of subgroups (Title I intervention students, ELL students, and students served with an IEP) in relation to their grade-level peers. Reporting capabilities in Renaissance also allow for viewing data according to racial/ethnic groups and any characteristics indicated in the program. (See supporting documents for the Comprehensive Data Profile.)

- Lexia and Renaissance/AR provide detailed student information in real time. Summary/dashboard data is analyzed to determine how students overall are progressing through the programs. The team considers the grade/achievement levels for each subject as well as major categories of sub-skills.

- Surveys (staff and parent) are offered in the spring. After collecting responses for at least two weeks, all data is summarized for the planning team and shared as appropriate. In addition, professional development feedback is sought after each offering. The principal or administration relays key elements of feedback to the planning team.

- Demographic data is provided by the school and central offices. The team considers significant changes and ongoing trends in the make-up of the school’s student body and staff. Also, the team reviews overall attendance and discipline data to identify trends and areas of concern.

### **3. Examines student, teacher, school and community strengths and needs.**

#### Strengths

- Vast majority of parents responding to the survey feel welcome, participate in school activities, and are willing to learn more
- Growth mindset as we work toward meeting individual needs of teachers, staff, and students
- Majority of students ending the (abbreviated) school year above 40th percentile in STAR Early Literacy than the national average for Kindergarten and 1st grade
- Overall STAR Early Literacy scores reflect the majority of students in Kindergarten and 1st grades meet their expected growth targets (indicated by SGP) and that median SGP scores are within or beyond typical growth ranges
- Reading tutors provide effective support--even though limited in budget/hours of availability

#### Areas of Need

- Professional Development – opportunities for teachers and paraprofessionals to deepen understanding in accessing/using data, maximizing the capabilities of online resources, facilitating remote/virtual learning, and investigating specific reading skill gaps
- Professional Development – continued opportunities to explore Positive Behavioral Interventions and Supports (PBIS) and trauma-informed instruction to positively impact classroom management
- Parent/Family Support – information and resources offered to parents about motivating/engaging their children as they learn to read

### **4. 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 school improvement.**

#### Focus Goals

- Provide professional development opportunities for teachers and paraprofessionals to deepen understanding in accessing/using data, maximizing the capabilities of online resources, facilitating remote/virtual learning, and investigating specific reading skill gaps.
- Provide professional development opportunities to explore Positive Behavioral Interventions and Supports (PBIS) and trauma-informed instruction to positively impact classroom management.
- Offer resources and information to parents (through a variety of means) about motivating/engaging their children as they learn to read.

**5. Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.**

- The Comprehensive Data Profile reflects general upward trends in STAR Early Literacy achievement both within the current school year and in comparison to the previous year.
- School leadership teams who view STAR Early Literacy data by subgroup observe no significant disparities when compared to overall groups. Particularly, English Learners and students served in Title I intervention groups demonstrate growth that often outpaces that of their grade-level peers.

(See supporting documents for the Comprehensive Data Profile.)

### 3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the Title I Schoolwide 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:

- provide opportunities for all children, including each of the subgroups of students (as defined in Section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. **[ESSA, Section 1114(b)(7)(A)(iii)]**
- provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects;
  - be evidence-based as defined in **ESSA, Section 8101(21)(A)**.

#### **Meets Expectations**

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and activities that 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 is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, preschool children transition to local elementary school programs.
4. The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

#### **Developing**

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling 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. Additional ongoing assistance is provided for students experiencing difficulty meeting State standards.
4. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.

5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day, but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

### **Does Not Meet Expectations**

1. Strategies provide a basic curriculum intended for all students.
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. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

**Addressing the above expectations, describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.**

**1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.**

- The Oklahoma Academic Standards provide the framework that supports the scope and sequence of skills for each grade level. For purposes of continuity, remediation, and extension, teachers can view standards in the previous or subsequent grade levels. Teacher teams create curriculum calendars--adjusting continually according to needs.
- BWECC uses evidence-based core series for Reading and Math. Each series provides resources for intervention and enrichment. The reading series also provides specific resources for English Learners.
- Teachers have a multitude of supportive curricular resources--both digital and non-digital. These include Renaissance, Lexia Core5, Acellus, and Saxon Phonics.

**2. The school provides multiple opportunities and evidence-based interventions for students in need, and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.**

In order of greatest need, students determined to be low-achieving or at risk of not meeting the state student academic achievement standards will receive targeted instructional intervention implemented by the classroom teacher, Title I teacher, Special Education teacher, and/or intervention tutors.

**3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, preschool children transition to local elementary school programs.**

• Classroom (Tier 1) Intervention

Classroom teachers use real-time program data to determine which students may need additional support beyond the math/reading blocks. Either individually or within small-group rotations, teachers provide support using program or teacher-selected resources. Because intervention resources/activities are suggested by the curricular program, they are specifically aligned with the regular classroom material. Teachers evaluate effectiveness by monitoring how students are able to proceed independently or transfer knowledge to subsequent activities.

• Title I Reading Intervention

The Renaissance/STAR Early Literacy scores determine which students are placed on a Reading Sufficiency Individualized Program of Reading Instruction (IPRI). Certified tutors provide reading intervention to as many IPRI students as they can accommodate in small groups. (With large numbers eligible, tutors may prioritize based on past results, access to other services, and other classroom indicators.) They use a variety of resources/activities to improve phonics/decoding skills, vocabulary, comprehension, and fluency. In addition, tutors coordinate with the regular classroom by monitoring areas of struggle identified by Lexia and by supporting students as they work toward their independent reading goals. Tutors evaluate effectiveness by continually using formative assessments, monitoring real-time data, and analyzing growth/achievement data from Renaissance/STAR Early Literacy.

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

- BWECC uses the tiers of support outlined in the PBIS program. Its tiered model is designed to encourage positive behavior schoolwide while targeting support at those with behavior challenges.
- The school office follows a tiered process for addressing chronic absenteeism.

**5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.**

(Addressed in Item 3 above.)

**6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.**

- Extended learning opportunities within the school day are detailed in Item 3 above.
- Summer Session  
Renaissance/STAR Early Literacy scores inform the selection process for inviting students to Summer Session. When funded, the one-month session is an extension of the classroom reading curriculum. It includes instruction with phonics/decoding, vocabulary, comprehension, and fluency—and may be supplemented by Lexia or Acellus resources. Teachers evaluate effectiveness by monitoring Lexia or Acellus progress, documenting observations, and gathering data on formative assessments throughout. In addition, teachers monitor Renaissance/STAR Early Literacy scores on the next scheduled assessment.

**7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.**

- During district-designated professional development days, learning opportunities will be offered to all district personnel which support site curriculum, instruction, assessment, and/or technology use.
- In addition to district-designated days, there will be professional development offered within and beyond the school day in response to site needs. The Comprehensive Needs Assessment reveals a need for teachers and paraprofessionals to deepen understanding in accessing/using data, maximizing the capabilities of online resources, facilitating remote/virtual learning, and investigating specific reading skill gaps. Professional development topics may specifically include LETRS or Science of Reading.

**8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.**

BWECC maintains a continuous partnership with the University of Science and Arts of Oklahoma (USAO). This serves to provide BWECC with access to future professional educators as well as to provide these students with opportunities to gain practical experience.

- BWECC hosts USAO students as student teachers, classroom observers, and tutors.
- BWECC and USAO partner for initiatives and special events such as Books for Tots and Read Across America.

BWECC seeks to support all teachers—but particularly those who are new to the profession or new to the school.

- Any first-year teachers are assigned a mentor to provide support and guidance throughout the year.
- All new teachers and those newer to the building or serving in a new role have designated resource people—in addition to site leadership—to help familiarize them with BWECC’s organization, routines, expectations, curriculum, and assessments.
- The District Curriculum Director may schedule time to meet with first-year teachers and provide modeling/guidance as needed.
- As it arises, information is passed on to teachers about advanced learning, free/discounted tuition opportunities, and other resources offered.

## 4. Coordination and Integration

By checking this box, the school principal certifies that:

- if appropriate and applicable, the Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I Schoolwide Plan outlines the ways in which funds are to be braided. **[ESSA, Section 1114(b)(5)]**

**OR**

By checking this box, the school principal certifies that:

- if State, local and other Federal programs are to be consolidated in project 785, then the Title I Schoolwide Plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. **[ESSA, Section 1114(b)(7)(B)]**

### Meets Expectations

1. Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. 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. Outlines how the school will meet the intent and purpose of some funding sources.
4. 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 the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.

**Addressing the above expectations, list the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I Schoolwide program.**

**1. Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.**

The previous sections of this plan outline the fiscal, human, and time-related resources aimed at the foundational Title I schoolwide mission of improving student outcomes.

**2. Leverages funding streams to connect the reform strategies developed.**

Title I

- Title I Reading Specialist
- Certified Intervention Tutors
- Extended-Day Program (SmartStart)
- Curricular Resources (programs and supporting technology)
- Assessment
- Professional Development
- Parental Involvement (Family Reading Night)
- Summer Session

Title II

- Professional Development

Title III/EL (Consortium)

- English Learners

Reading Sufficiency

- Certified Intervention Tutors
- Curricular Resources
- Summer Session

Johnson O'Malley

- Certified Reading/Math Tutors
- Summer Session

McKinney-Vento

- Homeless Education Assistance

School Climate Transformation Grant

- Positive Behavioral Intervention Supports (PBIS)

**3. Outlines how the school will meet the intents and purposes of each funding source.**

- Title I (Part A) – Ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.
- Title II (Part A) – Prepare, train, and recruit high quality teachers, principals, or other leaders.
- Title III (Part A) – Support English Learners as they attain English proficiency.

- Reading Sufficiency – Ensure that all Oklahoma students are reading on grade level at the end of third grade (a critical juncture when students go from learning to read to reading to learn). RSA supports Oklahoma children in Kindergarten through third grade.
- Johnson O’Malley – Support the education of Native American students.
- McKinney-Vento – Support students and families who are facing the challenges of homelessness.
- School Climate Transformation Grant – Expand systems of support for improving behavioral outcomes and learning conditions.

**4. 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.**

- Title I and/or Reading Sufficiency provide funds for online curricular resources (e.g., Renaissance, Lexia Core5, Acellus, Saxon Phonics) as well as the technology to support their use.
- Assessment data informs or works in tandem with online resources.
- All certified personnel (from all funding sources) coordinate efforts to serve struggling learners within and beyond the classroom, both within and beyond the school year.
- Site-based professional development supports teachers in the efficient and effective use of classroom routines, programs, resources, technology, and assessment results.

## 5. Evaluation and Plan Revision

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **[ESSA, Section 1114(b)(3)]**

### **Meets Expectations**

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide 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 Schoolwide Plan includes regular analysis of multiple types of data (e.g., 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 Schoolwide Plan.
2. The monitoring and revision of the Title I Schoolwide 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 Schoolwide Plan.
2. Some monitoring of the Title I Schoolwide Plan takes place, but there is not a process to regularly adjust the Title I Schoolwide Plan to increase student learning.
3. School leadership reviews student achievement and growth data.

**Addressing the above expectations, describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I Schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the Title I Schoolwide 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 Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I Schoolwide program.**

**1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.**

BWECC's Annual Program Review details:

- Site Program Review Team
- Data Collection
- Data Analysis (including strengths and needs)
- Review of the Current Plan Strategies
- Modifications to the Plan (including revised focus goals)

School leadership keeps the intent of the Annual Program Review at the forefront:

Just as the schoolwide plan should be considered a living document, the annual review should be thought of as a continuous cycle always affecting future progress of the schoolwide program. A review of the strategies and action steps originally proposed in the plan, an analysis of data, and input from various stakeholders should inform revision of the original schoolwide plan and reflect a revitalization of the school’s commitment ensuring all students have equal opportunity to achieve at high levels.

The annual program review, supporting documents, and revised schoolwide plan will be kept on file at the school site and made available to all stakeholders.

(See supporting documents for Annual Program Review.)

**2. The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.**

(See supporting documents for Comprehensive Data Profile and Annual Program Review.)

**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.**

(See supporting documents for Comprehensive Data Profile and Annual Program Review.)

**TITLE I  
BILL WALLACE EARLY CHILDHOOD CENTER  
COMPREHENSIVE DATA PROFILE**

| <b>Enrollment</b>           |                    |                    |                    |
|-----------------------------|--------------------|--------------------|--------------------|
|                             | <b>2019 – 2020</b> | <b>2018 – 2019</b> | <b>2017 – 2018</b> |
| <b>Pre-Kindergarten</b>     | 150                | 167                | 146                |
| <b>Kindergarten</b>         | 189                | 175                | 164                |
| <b>1<sup>st</sup> Grade</b> | 165                | 158                | 159                |
| <b>Total</b>                | 504                | 500                | 469                |

| <b>Student to Classroom Teacher Ratio</b> |                    |                    |                    |
|---|--------------------|--------------------|--------------------|
|   | <b>2019 – 2020</b> | <b>2018 – 2019</b> | <b>2017 – 2018</b> |
| <b>Pre-Kindergarten</b>                   | 150/8 = 19 : 1     | 167/7 = 24 : 1     | 146/7 = 21 : 1     |
| <b>Kindergarten</b>                       | 189/9 = 21 : 1     | 175/8 = 22 : 1     | 164/8 = 21 : 1     |
| <b>1<sup>st</sup> Grade</b>               | 165/7 = 24 : 1     | 158/7 = 23 : 1     | 159/7 = 23 : 1     |
| <b>Total</b>                              | 504/24 = 21 : 1    | 500/22 = 23 : 1    | 469/22 = 21 : 1    |

| <b>Demographics/Ethnicity</b>  |                    |                    |                    |
|--------------------------------|--------------------|--------------------|--------------------|
|                                | <b>2019 – 2020</b> | <b>2018 – 2019</b> | <b>2017 – 2018</b> |
| <b>Hispanic/Latino</b>         | 15%                | 13%                | 14%                |
| <b>African American/Black</b>  | 6%                 | 5%                 | 9%                 |
| <b>Native American</b>         | 10%                | 6%                 | 5%                 |
| <b>Asian/Pacific Islander</b>  | less than 1%       | 0%                 | 0%                 |
| <b>White/Caucasian</b>         | 59%                | 59%                | 56%                |
| <b>Other/Two or More Races</b> | 9%                 | 17%                | 15%                |

| <b>Demographics/Statistics</b>   |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
|                                  | <b>2019 – 2020</b>    | <b>2018 – 2019</b>    | <b>2017 – 2018</b>    |
| <b>Enrollment</b>                | 512                   | 518                   | 490                   |
| <b>Average Attendance</b>        | 93.9%                 | 93.5%                 | 93%                   |
| <b>Hispanic/Latino</b>           |                       |                       |                       |
| <b>African American/Black</b>    |                       |                       |                       |
| <b>Native American</b>           |                       |                       |                       |
| <b>Asian/Pacific Islander</b>    |                       |                       |                       |
| <b>White/Caucasian</b>           |                       |                       |                       |
| <b>Other/Two or More</b>         |                       |                       |                       |
| <b>Free/Reduced Lunch</b>        | 79%                   | 88.86%                | 72% (updating)        |
| <b>Special Education</b>         | 16% (includes speech) | 24% (includes speech) | 23% (includes speech) |
| <b>English Language Learners</b> | 3%                    | 3%                    | 3%                    |
| <b>Discipline Referrals</b>      | 172 (includes bus)    | 159 (includes 43 bus) | 146 (includes 18 bus) |

**RENAISSANCE/ACCELERATED READER DATA  
LEXIA CORE 5 READING DATA**

| <b>RP – Accelerated Reader Data – Average Points Earned Annually by Grade Level*</b> |                    |                    |                    |
|--|--------------------|--------------------|--------------------|
|  | <b>2019 – 2020</b> | <b>2018 – 2019</b> | <b>2017 – 2018</b> |
| <b>Kindergarten</b>  | 381/189 = 2.0      | 575/175 = 3.3      | 664/168 = 4.0      |
| <b>1<sup>st</sup> Grade</b>  | 3047/165 = 18.5    | 4900/155 = 31.6    | 5194/158 = 32.9    |
|  | -                  | -                  |                    |

| <b>Lexia Core 5 Reading – Percentage of Students In and Above Grade-Level Material*</b> |  |                              |                    |
|---|--|------------------------------|--------------------|
|   | <b>2019 – 2020</b>                               | <b>2018 – 2019</b>           | <b>2017 – 2018</b> |
| <b>Pre-K</b>  | 7% In + 93% Above = 100%<br>(56 active students) | 27% In + 73% Above =<br>100% |                    |
| <b>Kindergarten</b>   | 46% In + 53% Above = 99%<br>(98 active students) | 47% In + 52% Above = 99%     |                    |
| <b>1<sup>st</sup> Grade</b>   | 47% In + 48% Above = 95%<br>(59 active students) | 40% In + 55% Above = 95%     |                    |
|   |  |                              | -                  |

\* Current 3/13/20 – last day before distance learning

## RENAISSANCE/STAR DATA

**Lens:** Achievement

**Question:** What percentage of students scored at or above the STAR benchmark of 40<sup>th</sup> percentile (by grade level and subject) at the beginning, middle, and end of the school year and how does that compare with previous year(s)?

**STAR Report:** Screening Report (nationally-normed School/District Benchmark selected)

| STAR Early Literacy Percentage of Students At/Above 40 <sup>th</sup> Percentile 2019 – 2020 |   |                      |               |        |            |        |        |
|---|---|----------------------|---------------|--------|------------|--------|--------|
|   |   | STAR Early Literacy* |               |        | STAR Math* |        |        |
|   |   | Fall                 | Winter        | Spring | Fall       | Winter | Spring |
| BW  | K | 114/176 = 65%        | 123/175 = 70% | X      |            |        |        |
|   | 1 | 99/150 = 66%         | 137/152 = 90% | X      |            |        |        |

| STAR Early Literacy Percentage of Students At/Above 40 <sup>th</sup> Percentile 2018 – 2019 |   |                      |               |               |            |        |        |
|---|---|----------------------|---------------|---------------|------------|--------|--------|
|   |   | STAR Early Literacy* |               |               | STAR Math* |        |        |
|   |   | Fall                 | Winter        | Spring        | Fall       | Winter | Spring |
| BW  | K | 117/160 = 73%        | 123/163 = 75% | 123/172 = 72% |            |        |        |
|   | 1 | 100/142 = 70%        | 121/148 = 82% | 123/154 = 80% |            |        |        |

\* STAR Early Literacy encompasses both literacy and numeracy components

**Lens:** Achievement and Growth

**Question:** How did our average Scaled Score (SS) and Percentile Rank (PR) change (by grade level and subject) over the course of the school year and how does that compare with previous year(s)?

**STAR Report:** Summary Report

| STAR Early Literacy Average Scaled Score and Percentile Rank 2019 – 2020 |   |                        |                        |         |            |         |         |
|--|---|------------------------|------------------------|---------|------------|---------|---------|
|  |   | STAR Early Literacy*   |                        |         | STAR Math* |         |         |
|  |   | Fall                   | Winter                 | Spring  | Fall       | Winter  | Spring  |
|  |   | SS & PR                | SS & PR                | SS & PR | SS & PR    | SS & PR | SS & PR |
| BW   | K | 529 – 51 <sup>st</sup> | 614 – 61 <sup>st</sup> | X       |            |         |         |
|  | 1 | 672 – 55 <sup>th</sup> | 769 – 72 <sup>nd</sup> | X       |            |         |         |

| STAR Early Literacy Average Scaled Score and Percentile Rank 2018 – 2019 |   |                        |                        |                        |            |         |         |
|--|---|------------------------|------------------------|------------------------|------------|---------|---------|
|  |   | STAR Early Literacy*   |                        |                        | STAR Math* |         |         |
|  |   | Fall                   | Winter                 | Spring                 | Fall       | Winter  | Spring  |
|  |   | SS & PR                | SS & PR                | SS & PR                | SS & PR    | SS & PR | SS & PR |
| BW   | K | 555 – 63 <sup>rd</sup> | 616 – 63 <sup>rd</sup> | 686 – 57 <sup>th</sup> |            |         |         |
|  | 1 | 677 – 61 <sup>st</sup> | 743 – 66 <sup>th</sup> | 793 – 62 <sup>nd</sup> |            |         |         |

\* STAR Early Literacy encompasses both literacy and numeracy components

\* Kindergarten and 1<sup>st</sup> Grade use STAR Early Literacy (Annual Progress & Screening Reports)

**Lens:** Growth

**Question:** What percentage of students met their individual expected growth expectation (by grade and subject) and how does overall median growth compare to what is typical?

With default parameters, 60% of students are expected to meet their growth expectation. Student Growth Percentile (SGP) compares growth rate to that of peers. A median SGP of 35-65 is considered typical.\*\*

**STAR Report:** Growth Report

| STAR Early Literacy Percentage of Students Meeting Expected Growth 2019 – 2020 |   |                          |                     |  |                  |                     |  |
|--|---|--------------------------|---------------------|--|------------------|---------------------|--|
|  |   | STAR Early Literacy*     |                     |  | STAR Math*       |                     |  |
|  |   | Current Mid-Year         | Current End-of-Year |  | Current Mid-Year | Current End-of-Year |  |
| BW   | K | 87/169 = 51%<br>SGP = 40 | X                   |  |                  |                     |  |
|  | 1 | 96/148 = 65%<br>SGP = 52 | X                   |  |                  |                     |  |

| STAR Early Literacy Percentage of Students Meeting Expected Growth 2018 – 2019 |   |                           |                           |  |                  |                     |  |
|--|---|---------------------------|---------------------------|--|------------------|---------------------|--|
|  |   | STAR Early Literacy*      |                           |  | STAR Math*       |                     |  |
|  |   | Current Mid-Year          | Current End-of-Year       |  | Current Mid-Year | Current End-of-Year |  |
| BW   | K | 95/159 = 60%<br>SGP = 47  | 75/159 = 47%<br>SGP = 39  |  |                  |                     |  |
|  | 1 | 104/141 = 74%<br>SGP = 66 | 102/140 = 73%<br>SGP = 69 |  |                  |                     |  |

\* STAR Early Literacy encompasses both literacy and numeracy components

\*\* SGP evolves within three assessment windows. It is not possible to generate a “past SGP”.

**TITLE I  
PARENT PARTICIPATION POLICY  
BILL WALLACE EARLY CHILDHOOD CENTER  
2020 – 2021**

This policy concerns involvement and relationships between teachers, students, and parents. It has been adopted by Bill Wallace Early Childhood Center.

BWECC parental involvement activities include, but are not limited to:

- ❖ Through meet-and-greet/parent orientation, parents will be provided information concerning Oklahoma Academic Standards (OAS), assessments, and BWECC’s schoolwide Title I participation. Parents unable to attend orientation will be presented this information through parent-teacher conferences and/or written communication.
- ❖ Parent-teacher conferences with classroom teachers will be scheduled according to the district calendar for all students. Other conferences may be scheduled as needed. Conference time will include guidance for parents in interpreting assessment results and monitoring their child’s progress.
- ❖ The School-Parent-Student Compact will be presented before or during the first conference. Compacts detail how teachers, parents, and students work together to maximize academic achievement and can guide discussion during conference time. The compact will be reviewed and updated at the annual site Title I meeting.
- ❖ Parents will be kept informed of school activities through newsletters, school web pages, and/or a monthly calendar of events.
- ❖ Committee meetings will be scheduled with parents of students who qualify for assistance through Reading Sufficiency or special services.
- ❖ Schoolwide parent activities will be planned at a variety of times to involve parents in their child’s education.
- ❖ Parents will be encouraged to volunteer in many activities as deemed appropriate at the district and site level.
- ❖ BWECC will seek to provide reasonable support for parental involvement at a parent’s request.
- ❖ BWECC will distribute the site Title I plan summary to parents of children served by this school. The plan in its entirety is available for review at any time on the school website or by contacting the office/Title I teacher.
- ❖ The site Title I plan will be reviewed and revised annually by the site’s Title I team with parent representation.
- ❖ BWECC will distribute the Parent Participation Policy to parents of children served by this school. It will be included in a newsletter, on the website, or be distributed separately.
- ❖ The Parent Participation Policy will be reviewed and revised annually by the site’s Title I team with parent representation.



**BILL WALLACE EARLY CHILDHOOD CENTER  
SCHOOL – PARENT – STUDENT COMPACT  
2020 – 2021**

**BWECC WILL:**

- ✓ Provide highly-qualified administrators and teachers who coordinate their curriculum and instructional efforts as a professional learning community
- ✓ Deliver profound, insightful instructional support so that students can meet the State’s academic achievement standards as well as personalized learning targets
- ✓ Foster creativity, motivation, and mutual respect in a comfortable learning environment
- ✓ Hold parent-teacher conferences two or three times each year during which this compact will be discussed as it relates to the individual child’s achievement and growth
- ✓ Provide parents with frequent reports on their children’s progress through scheduled conferences, quarterly report cards, reports following periodic assessments, student agendas, and other daily classroom feedback
- ✓ Provide parents with reasonable access to staff during annual welcome night/orientation, scheduled parent-teacher conferences, and regular school days by e-mail, telephone, or pre-arranged conference
- ✓ Provide parents opportunities to volunteer and participate in their child’s class, to observe classroom activities, and to attend school events or celebrations

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Teacher’s Signature and Date

Revised Spring 2020

**AS A PARENT, I WILL:**

- ✓ Help my child develop a positive attitude toward school and view school as important
- ✓ Help my child understand school rules as stated in the handbook
- ✓ Guard my child’s health by ensuring that physical needs (rest and nourishment) are met consistently
- ✓ **Ensure that my child attends school regularly, arrives on time, and stays the duration of the school day**
- ✓ Provide a quiet place for homework
- ✓ Monitor homework for completion
- ✓ Strive to read with my child every day
- ✓ Attend parent-teacher conferences
- ✓ Remain in contact with my child’s teacher by reading and responding promptly to any notes from school

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Parent’s Signature and Date

**AS A STUDENT, I WILL:**

- ✓ Demonstrate a positive attitude and be a responsible learner
- ✓ **Attend school every day that I am not truly sick**
- ✓ **Follow school rules by respecting teachers, staff, other students, and school property whether I am inside the building, on the playground, or riding a bus**
- ✓ Strive to do my best
- ✓ Complete assignments
- ✓ Do my homework every day and ask for help when I need it
- ✓ Give any school notes to my parents as soon as I get home each day

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Student’s Signature and Date





Prefer to answer online? Go to BWECC's website or Facebook page!

**CHICKASHA PUBLIC SCHOOLS**  
**Parent Survey-Spring 2021**

School: **Bill Wallace Early Childhood Center**

Date \_\_\_\_\_

**Let your voice be heard as we assess our parent involvement activities. If you have more than one child at BWECC, you only need to complete *one* survey.**

**Please check all that apply. I have students in grades:**

- Pre-K
- K
- 1

**Which activities do you typically participate in at BWECC? Please check all that apply.**

- Meet-and-Greet/parent orientation
- parent/teacher conferences
- PTO
- homeroom parent/assist with parties or field trips
- fundraising
- student programs
- volunteering
- book fair
- family literacy/math/STEM nights
- PTO activities (movie nights, etc.)

**Which statements describe your academic support at home? Please check any that apply.**

- We do not have time to help with reading or homework at home.
- We look over any papers sent home.
- We supervise homework and/or reading time.
- We read to/with our child most days.
- We regularly practice sight words (beginning readers), math facts, or any review materials sent home.
- We would like to help more, but we sometimes struggle to understand.

**What would you like to learn more about? Please check any that apply.**

- reading instruction
- math instruction
- STAR assessments
- Lexia or other technology resources to support learning
- Reading Sufficiency law
- how to read to/with my child to support their growth
- motivating children
- discipline/parenting challenges

**Do you feel welcome at BWECC?**

- yes, always
- no
- sometimes

**Do you feel that communication is adequate with the principals/teachers at BWECC?**

- yes
- no

**Do you feel that you understand the assessment results, report cards, and progress reports that are presented to you?**

- yes
- no

**How do you prefer to get your information about school activities? Please check all that apply.**

- Facebook
- school website
- agendas
- email or text communication with teacher
- classroom tools such as DOJO or TalkingPoints
- newsletters or paper notes from school

**¿Le gustaría tener informes previstos en español? (Would you like to have reports provided in Spanish?)**

- sí (yes)
- no es necesario (not necessary)

**Do you have any safety concerns in the following areas? Please check any that apply.**

- in the school building
- in the classroom
- on the playground
- on the bus
- car pick up/drop off
- walking to/from school

**If you checked any of the areas above, please explain.**

**Thank you for taking the time to help us improve. We welcome any other comments or suggestions.**