

Title I Schoolwide Plan

**Bill Wallace Early Childhood Center
2301 S. 16th St.
Chickasha, OK 73018**

**Chickasha Public Schools
900 W. Choctaw
Chickasha, OK 73018**

**Principal: Amanda Townley
Title I: Mary Curtis
Phone: 405-222-6544
Fax: 405-320-5949
E-mail: atownley@chickasha.k12.ok.us
mcurtis@chickasha.k12.ok.us**

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**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)]

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.

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 Talking Points), 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. Parents may also access this information—including translated documents—on the school website.

- 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.
- 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.
- Parent Information/Materials/Training – offered periodically throughout the school year and/or 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 EL 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 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, community representatives, 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 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 summary and supporting documents 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)]

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.

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, parent, and student 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, EL students, McKinney-Vento 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, parent, and student) 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 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—even at the high end of – 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 (particularly Google applications), and investigating specific reading skill gaps/dyslexia indicators.
- 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 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 (particularly Google applications), and investigating specific reading skill gaps/dyslexia indicators.
- 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 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 considering the last 2-3 years was abbreviated and have been punctuated by periods of remote learning. This has had a negative effect on our overall achievement data when viewed across school years.
- 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).

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.

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, 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 individual 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/math curriculum. It includes instruction with phonological awareness, phonics/decoding, vocabulary, comprehension, and fluency as well as within the mathematics domains. It may be supplemented by Lexia resources. Teachers evaluate effectiveness by monitoring Lexia 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 (particularly Google applications), and investigating specific reading skill gaps. Professional development topics may specifically include LETRS, Science of Reading, or dyslexia indicators.

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)]

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.

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
- Curricular Resources (programs and supporting technology)
- Assessment
- Professional Development
- Parental Involvement (Family Literacy/STEM Nights)
- Summer Session

Title II

- Professional Development

Title III/EL (Consortium)

- English Learners

Reading Sufficiency

- Certified Intervention Tutors

Revised Spring 2024

- 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, UFLI Foundations phonics, Heggerty 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.

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.)

