

BILL WALLACE EARLY CHILDHOOD CENTER
TITLE I – SITE PLAN SUMMARY*
2020 – 2021

TITLE I MISSION

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.

SECTION 1: PARENT AND COMMUNITY STAKEHOLDER INVOLVEMENT

BWECC's schoolwide plan is developed with the involvement of parents and community members along with a diverse group of teachers, administrators, school leaders, and student support personnel. The plan is available to all stakeholders through multiple channels of access. As outlined in the Parent Participation Policy, BWECC will work to motivate parents and families to become involved in the total education of their children. These strategies include parent orientation, use of community tutors or volunteers, school-parent-student compacts, Family Nights, and summer reading/math challenges.

SECTION 2: COMPREHENSIVE NEEDS ASSESSMENT

BWECC will collect a variety of data on an ongoing basis. This includes performance data (such as STAR Early Literacy results and program reports), non-performance data (such as attendance and school demographics), and perception data (such as staff, parent, and student surveys). Planning teams will collaboratively identify strengths and needs as well as focus goals for improvement. The teams will also seek evidence that the school's plans and cycles of continuous improvement are having a positive impact on all students.

SECTION 3: SCHOOLWIDE PLAN STRATEGIES

- BWECC will provide opportunities for all students to meet or exceed expectations set forth by Oklahoma Academic Standards. We will accomplish this by using effective methods and instructional strategies that are scientifically research-based and that help us reach struggling learners, extended learners, and all those in between. Classroom computers and/or devices will be available as resources for various math and reading instructional strategies.
- BWECC will assess the needs for professional staff development and participate in training based on those needs. There will be ongoing professional development offered to guide teachers in using assessment data to guide instruction.
- BWECC will partner with USAO to engage with prospective teachers. The school will also support newer teachers through assigned mentors, team collaboration, and district/site coaches.
- BWECC will work to smooth the transition into school as well as the transition between BWECC and Grand Avenue. An orientation will provide parents and students with information and an opportunity to visit school.
- BWECC will implement a tiered process for intervening with struggling learners as well as those with attendance or behavior challenges. Struggling learners will receive instructional intervention provided by the classroom teacher, Title I teachers, and/or other certified and highly-qualified staff. Extended learning opportunities—such as Title I summer session—may be offered as funding is available.

SECTION 4: COORDINATION AND INTEGRATION

BWECC will coordinate and integrate funds from multiple federal, state, and local sources. The school will “braid” services, resources, and programs so that all can be leveraged to best support students.

SECTION 5: EVALUATION AND PLAN REVISION

BWECC's schoolwide site plan will be regularly monitored and revised as necessary. School leadership, along with families and community stakeholders, will engage in a continuous cycle of monitoring and adjusting the plan in response to evolving data. This will be documented in the Annual Program Review.

** BWECC's entire site Title I plan is available at all times. Please visit BWECC's website or contact Michele Castleberry, Title I Reading Specialist, at 222-6544 for a copy.*