

# **Warner Elementary Schoolwide Plan**

## **Plan Components:**

### **Needs assessment.**

Improvement of student progress reflects in testing. AYP is no longer a factor recognized by the State of Oklahoma Department of Education. District Report Cards are now being used and with only one year of using this system there is not comparable data at this time. Warner will use student testing as a determining factor to show progress. Future years the District Report Card will be utilized.

**Needs identified** are to increase test scores and student knowledge. Especially students that score in the Bottom quarter tile of each grade.

**Goals for improvement are:** Increase student performance and attendance.

### **Schoolwide reform strategies that are scientifically research based:**

The goal of the Schoolwide program at Warner Elementary part (herein after referred to as the “District”), will be for all children to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards in math and reading. The Schoolwide Title I Program will provide a program for all grades to meet the needs of all students, based on scientifically based research.

Funds from Title I will be used for funding teaching assistants for more individual student instructional time, especially for reading and math sections.

Additionally, funds will be utilized to provide professional development activities that will improve instructional delivery by providing a reading specialist coach that meets with instructors on a weekly basis. This provides instructors a tool for reading/math centers and suggested guidance for curriculum alignment.

Measurement of goals will in part be assessed through State Testing. Our goal is for all students to Score above the state benchmarks and to make steady progress toward 100% achievement of the Core Curriculum Tests.

### **Instruction by highly qualified teachers:**

All teachers employed by the District are required to have a valid State Teachers certificate. All teachers also have passed a state teacher exam in the certification area in which they are assigned, or those teachers that have a valid Certificate will participate in the High Objective Uniform State Standard of Evaluation (HOUSSSE) to continue in their current assignment. Paraprofessionals hired after January 8, 2002, must have met minimum qualifications: (1) have a high school diploma or equivalent; (2) have two years of higher education; or (3) have an associate’s degree; or meet a rigorous standard of quality and pass a state or local assessment that demonstrates the paraprofessional’s knowledge of, and the ability to assist in instructing, reading, writing or mathematics (or, if appropriate, reading readiness, writing readiness or mathematics readiness). Paraprofessionals employed prior to January 8, 2002, had an opportunity to meet requirements by January 28, 2006.

### **High quality and on-going professional development for teachers, assistants,**

### **and principal:**

The District's professional training will be sustained and on-going. Training will be scientifically research based and will have a 100% participation of staff. Training will be evaluated for effectiveness so changes can be made if necessary. Literacy First has been implemented for grades pre-K thru 6<sup>th</sup> grade. This is a very intensive training which helps teachers meet and exceed state standards. All certified elementary teachers new-hires must have already completed the Literacy First training or must complete the training within the first year of teaching. FY 11 all teachers that teach math, including early childhood teachers are trained to benchmark and map curriculum. This training program is designed to help teachers meet and exceed state standards in math. Both programs are required to be implemented in the classroom. Warner Public School uses Model School strategies to implement common core state standards across the curriculum and also focuses on building relationships with the students.

The District implemented 60 minute Professional Development training for a minimum of 18 weeks out of each School year for all certified staff. The District is focusing on training that will help take the school to the next level.

### **Attracting highly qualified teachers:**

Teachers and paraprofessionals employed must meet the all standards defined in the No Child Left Behind Act. The District has and will continue to provide professional development and financial assistance to teachers and paraprofessionals to meet the Highly Qualified Teacher Standards in the No Child Left Behind Act. The superintendent advertises openings on free resource venues such as OSSBA website, as well as other venues, such as newspapers. The District is always willing to participate in the placement of student teachers in the school, which is often a means of identifying quality applicants.

### **Strategies to increase the quality and quantity of parent involvement:**

The district recognizes that parent involvement contributes to the achievement of academic standards by students participating in Title I programs.

Parent involvement is an important component of an effective school. This is due to school and community activities that frequently bring teachers, parents and students in contact. Parents are selected for committee participation, where they contribute to the planning, review, and other decision making processes. Each campus has a site leadership team that meets at least monthly to discuss how to build relationships with not only the students, but with parents and the community as well.

The District will provide assistance to parents of students served by the school in understanding such topics as the current state standards and the Oklahoma State Testing Program Standards, local academic assessments, requirements of Title I, how to mentor their child's progress, and how to work with educators to improve the achievement of their children; provide materials and training to help parents work with their children to improve academic achievement; educate teachers, student services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contribution of parents, and how to reach out and communicate with and work with parents as equal partners.

The district has implemented a Thursday folders program for grades pre-K thru 6 where students take home folders every Thursday and the parent signs the folder to insure that they have read all of the information. These students also have a student calendar that enables parents and teachers to communicate on a daily basis. Both campuses have a marquee where information is posted about current events in the school system. Some organizations include the Athletic Booster Club, Livestock Booster Club, JOM committee, Gifted/Talented Committee, and School Improvement Committee where parents are involved. The District has a website and a group on facebook that also help distribute information to the parents and community.

The district hosts two parent teacher conferences per year. The school calendar is distributed through the local telephone company and posted on the website to insure that all parents have access to one.

### **Student transitional plans:**

Warner Public School implemented the following transition plan which began the FY08 school year:

**All students early childhood thru 8<sup>th</sup> grade** - Prior to the first day of school a “Meet the Teacher Night” date will be established. Notifications will be sent via mail, newsletters, phone notification system, posted on school website, or posted on the facebook school group and twitter. This night gives parents and students the opportunity to visit with teachers, get familiar with the new classroom/building, and a chance for parents and teachers to discuss the expectations of students.

**Head-start and pre-K students** –Parents will be allowed to walk students to class first couple of weeks, monitor those students who are having difficulty making transition, and have good communication between parents and teachers.

**Special Ed Students** – Sooner Start students that have an IEP at the age of three will be transitioned to Warner Public School. Students holding an IEP at age 16 or the first IEP of ninth grade will have a statement of transition service needs. The young adults course of study, post secondary preferences and interest will be updated annually until graduation from Warner Public School. At the age of 16, students are referred to Department of Rehabilitation and the work program is offered.

Warner Public School coordinates with local head start agency for tours for students who will be attending our school the next year. Parent/teacher conferences are also scheduled to assist with any transitions that are forecasted. An annual tour for the 6<sup>th</sup> graders who will be attending the 7<sup>th</sup> grade at the High School Building the next year is scheduled.

### **Measures to include teachers in the decision making process:**

The goal for the Title I Program is for all children to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards in math and reading.

The Title I committee will conduct an annual review of the Title I remediation services in relation to the overall success of the students in meeting State standards. The committee will determine program revisions and identify professional development needs. The Title I committee will evaluate academic achievement data annually and review testing scores in all core areas. The data will be used to drive decisions regarding before and after school tutoring programs as well as all remedial plans.

### **Activities that ensure students not mastering state standards are identified and provided timely assistance:**

In addition to assessments described in the state plan, we administer:  
Additional Assessments:

- STAR READING
- STUDY ISLAND
- ACCELERATED READING
- DIAGNOSTIC SCREENING TEST
- TEACHER MADE TESTS
- STAR MATH

- LITERACY FIRST ASSESSMENT
- CLICK AND LEARN
- EDGENUITY
- SCOOT FORESMAN BASELINE READING TEST
- ABC DIAGNOSTIC MATH TEST
- USA TEST PREP
- THINK THROUGH MATH
- KAHN ACADEMY

Additional Resources:

- WEEKLY TEAM MEETINGS (Team consist of counselor, principal, teachers and curriculum director)
- AFTER SCHOOL TUTORING, HOMEWORK ASSISTANCE AND BEFORE/AFTER SCHOOL PROGRAM, provided by 21<sup>st</sup> Century Grant.
- BEFORE SCHOOL AND LUNCH TUTORING

These assessments and resources allow teachers, students and parents opportunities to monitor the student's progress and keep all stakeholders informed on the level of reading and math. This encourages a relationship between the school and parents so the District can work together toward a common goal. By using the Accelerated reading program, students are allowed to set goals and challenges to read more. The students enjoy this and set their own goals. By using a variety of tests, teachers are allowed to get an accurate view of where the students are so that teaching may be streamlined toward the individual.

The Planning Committee, after receiving results of the OCCT/EOI and other assessments, will report to the District Planning committee each year to recommend any needed revisions to the instructional services to ensure that all students meet the state standards in language arts/reading and math.

In addition to student assessment, the committee will monitor the teaching strategies, parental involvement and summary progress to determine the success of the program.

**Coordination and integration of federal, state, and local services and programs:**

The District will coordinate all federal and state programs in order to ensure that all students meet high academic standards spelled out in the No Child Left Behind Act and current state standards.

- A team is developed for identified at risk students to discuss services and resources that are available in the Warner area and appropriate referrals are made.
- Warner coordinates with a local head start agency, hosting a head start program for 3-4 year old children.
- Coordinating services with Child Nutrition to provide for those students at poverty levels.
- Indian students are receiving supplemental educational opportunities through Title VII and JOM.
- Children with disabilities are provided with enhanced educational opportunities (IDEA).

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CONTENTS OF PLAN

A. Required components:

The plan incorporates all the components described in the legislation.

B. Budget:

The district will use the funds received from Title I for the salary of teaching/technology assistants, curriculum director, and learning center supplies. The goal for the Language Arts and Math program is to master state content standards. This will help towards the goal of raising test scores and helping those students that scored limited knowledge.

Lessons consist of teacher directed and independent activities. All Federal funds are addressed in the Schoolwide planning. Title VI will be used to provide technology and training that will be used towards broadening student knowledge which should result in higher test scores. This will help towards the goal of raising test scores and helping those students that scored limited knowledge.

C. Plan Development

The plan was developed with the involvement of the faculty and the community.

Each site principals meets with teachers and counselors at a minimum monthly, grades pk-6<sup>th</sup> meet weekly to discuss test scores; how to build better relationships with students, parents and the community; discuss on teaching teachers how to teach the four quadrants (which is highest to lowest student knowledge); and other topics of interest that impact students. These meetings also review student academics, relationships, and other areas that impact the school/parent/community relationship. These are highly considered during plan development.

The Federal Programs Meeting consists of having those team members or representatives of the teams present as well as parents so that the plan development is successful during implementation.

This plan will remain in effect for the duration of this Title I plan. There will be an annual review of the plan and at any time during the school year the committee can review and revise plans as needed. An explanation of this plan will be made to the Board of Education and will be shared with parents during Parent Teacher conference and the Annual Title I Meeting. This information will be summarized and presented in a format that is easily understood.

Warner always considers the needs of the district as a whole when considering the best use of all Federal Funds. The district will be forming a committee to look for other funds, both Federal and State, to improve the opportunities for students to succeed.

*This plan was reviewed and approved at the Federal Programs Meeting on October 29, 2015.*