

## **SCHOOLWIDE PLAN**

*(All new Schoolwide Plans should be created using the Grants Management System)*

### **TITLE I SCHOOLWIDE PROGRAM-PLAN TEMPLATE OKLAHOMA STATE DEPARTMENT OF EDUCATION**

#### **Assurances**

- o The schoolwide plan addresses all 10 required components.
- o The schoolwide plan was developed by a schoolwide planning team consisting of parents and other members of the community.
- o The local board of education has approved the Schoolwide Plan. Meeting date:  
\_\_\_\_\_
- o Parents and the community were informed of interest in becoming a schoolwide school. Meeting date: \_\_\_\_\_
- o Faculty and staff were informed and are committed to the schoolwide program. Meeting date: \_\_\_\_\_
- o A schoolwide planning team will conduct an annual review of the schoolwide plan in accordance with the required guidelines of the Designing Schoolwide Programs Non-Regulatory Guidance.
- o Documentation related to the three core components of a schoolwide program: the comprehensive needs assessment, the comprehensive schoolwide plan and the annual evaluation will be retained at the school site and provided upon request to the public and for monitoring purposes.

Signature of Superintendent	Date
Signature of Principal	Date

**Component 1: Needs Assessment**

**Step 1: Schoolwide Program Planning Team**

*Section 1114 (b)(2)(B) of Title I requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and if the plan relates to secondary school, students from such schools.*

**Section A – Core Planning Team**

<b>Name</b>	<b>Title</b>	<b>Stakeholder Group</b>
Karen Castonguay	Superintendent	Administration
Ronnie Fry	Dean of Students	Administration
Chad Fox	Elementary Principal	Administration
Larita Sipe	Title I Reading Teacher	Teacher
Lisa Meier	Special Education Teacher	Teacher
Margaret Stangl	JH/HS Teacher	Teacher
Larry Bilger	Student	Student
Riley Freeland	Student	Student
Joy Bilger/Nathan Freeland	Parent	Parent

Briefly describe how core planning team members were selected and how members of the school and community not on the core planning team will be involved in the implementation and evaluation of the Schoolwide Plan.

Leadership stakeholders from each campus were chosen. Only students from the junior high and high school were chosen to represent the student stakeholder portion of our community.

An open invitation for parental involvement was issued and those candidates were chosen when

they accepted the invitation. Members of the team are encouraged to be the voice for their population segment by listening and reporting their feelings and beliefs.

**Section B – Technical Assistance Provider**

Name of Provider		Organization			
Address		City		State	Zip
Email			Phone		
Briefly describe technical assistance provided during the planning process and technical assistance planned for the implementation year.					

**Step 2: Clarifying the Vision for Reform**

*Before the Needs Assessment begins, the school staff should discuss what the reformed school will look like in terms of student’s success. This collective vision is the driving force behind school reform and the schoolwide plan. The vision for reform should answer the following questions: 1) What is our purpose? 2) What are our expectations? 3) What are our responsibilities? 4) How important are collaborations and partnerships? 5) How are we committed to continuous improvement?*

**In the space below, provide the school’s vision for reform.**

Lomega Public Schools is an essential part of a very close knit, rural community. It is our purpose to provide a quality education to the youth of our community that is closely tailored to meet the individual needs of each child. We set high expectations for our staff, our students, and our community/families. Our staff is asked to be proactive in their efforts, constantly seeking professional development as well as collaboration among all stakeholders.

We expect our community to embrace this vision and support our efforts utilizing the resources that our community has at their disposal. We ask that our families reinforce what is taught at school and encourage and challenge their children to do the best academically as well as seek out opportunities to participate in the extracurricular activities that our district offers.

We believe it is Lomega Public Schools responsibility to provide a safe, well maintained facility, filled with competent qualified educators that seek to challenge

and support our students in their educational growth, preparing them for a productive place in society.

Collaboration and partnerships are of the utmost importance in our educational efforts. We are fortunate to have an active parent teacher organization and a partnership with the neighboring Chisholm Trail Technology Center, just to name a few.

Our commitment to continuous improvement is evident in that we routinely reflect upon our practices seeking out data that will help us address our weaknesses as well as celebrate our successes.

### **Step 3: Creating the School Profile**

*The school profile serves as a data-driven snapshot of the current status of the school. The profile will help illustrate the gap between where the school is now and where the school wants to be according to the vision for reform. At a minimum, the school profile should include assessment of the school's current status as it relates to:*

- 1) student needs,*
- 2) curriculum and instruction,*
- 3) professional development, family and community involvement, and*
- 4) school context and organization.*

**In the space below, provide the school profile. The profile should include, at a minimum, information related to the areas listed above.**

Lomega Public Schools is a rural school district located on the western side of Kingfisher County. The current enrollment at Lomega Public Schools in P3- 12<sup>th</sup> grade is 249. Of this population, 5% are American Indian, 10% are Hispanic, 49% are Caucasian and 36% are from 2 or more ethnicities. Females make up 51% of our student population followed by males with 49%. 68.9% of our students qualify for the free or reduced lunch program at Lomega Public Schools.

A recent review of Lomega Public Schools' performance on the No Child Left Behind A-F Report Card(2015-16) indicated that an effort needs to be made to improve our students' performance in science at the elementary and biology at the high school. Furthermore, a needs assessment shows that our lowest scores lie in the bottom quartile growth category in reading and mathematics at the elementary and English at the high school. It was determined that a concerted effort would be made to target and assess those students in the bottom quartile so that a noticed improvement of these groups' performance could be achieved.

While reviewing the district's practices as it pertains to curriculum and instruction, it was discovered that extra emphasis had been placed on social studies/geography/US history.

This practice would explain our A grade in that category and possibly explain the lower grade in science. To address this issue, some staff and scheduling changes were made in an effort to improve our science scores.

The bulk of our efforts to improve the district’s OCCT scores is concentrated on three practices. First, paraprofessionals are utilized to pull students in 1<sup>st</sup>-3<sup>rd</sup> grade to tutor them one on one. The time that this occurs is during a portion of recess or during a non-core class. At the high school this occurs during the lunch period. Second, students are identified and encouraged to attend summer school. Finally, students are identified and remediation after school occurs once a week throughout the school year.

Professional development efforts within the district consisted of webinars hosted by two of our curriculum providers(Pearson and Houghton Mifflin), Study Island, and an Activity Based Learning in-service,. In addition to this, our staff attended a seminar hosted by Engage Ok in July, 2016.

Family and community involvement occurs in many facets at Lomega Public Schools. Home surveys are circulated, individual student OCCT scores are sent home, and a Title I parent meeting is held at our open house event each year. Periodic Title I committee meetings are held throughout the year as well. The district subscribes to a Rosetta Stone program that allows families to access this resource at home.

**Step 4: Data Collection**

*The planning team should collect both qualitative and quantitative data during the comprehensive needs assessment. A Data Profile Addendum has been provided to assist school teams in organizing the data during this process. The addendum is included at the end of this document.*

**In the chart below, list the types of data collected and analyzed during the needs assessment. Boxes may be added, as needed.**

<p><b>Student Achievement Data</b></p>	<p><b>Perception Data</b> (i.e., Staff/Student/Parent surveys, Self-Assessments, Meeting Minutes)</p>	<p><b>Demographic Data</b> (i.e., Attendance, Truancy, Ethnicity, Low-Income, Special Education)</p>
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(i.e., OCCT, Benchmarks, District Assessments, DIBELS, Student Report Cards)		
OCCT Results	Staff Survey	Lomega Ethnicity/Gender Report
STAR	Needs Assessment	ELL/Low-Income
District Assessments	Staff Review/Evaluation of Data	Benchmark test takers
Student Report Cards	Staff/Student	Total Student Population

**In the space below, describe the team’s data collection process.**

OCCT results are received from the Oklahoma State Department of Education and then sent to each teacher. Teachers then identify limited knowledge and unsatisfactory scoring students. These students are then enrolled into any or all of our remediation programs. These are the same programs that were detailed in the school profile above.

**Step 5: Data Analysis**

*The planning team has the charge of analyzing the data collected to determine the strengths, challenges, and areas of critical need of the school. The team should use the information from the analysis to develop the focus goals for the school year.*

**In the space below, describe the team’s data analysis process.**

Trends in OCCT scoring are reviewed by the Title I Team. Teachers identify students that are reading below grade level or are struggling academically. These students’ data is then reviewed to identify the specific needs of each child. Targeted assistance is then provided for each student.

**In the space below, describe the strengths and areas of need that emerged from the data analysis.**

As mentioned earlier, our team noticed that our scores in social studies/geography and US history were excellent but our performance in science had fallen.

**In the space below, list the school goals for the school year.**

Goals that were set include a significant increase in focus on science and that our elementary implement the use of our newly acquired activity based learning lab to enforce essential skills. Our lowest scores on the A-F report card reveal a need for growth in the bottom quartile in reading and mathematics. A goal of a 4% increase of students scoring proficient and a 2% increase of students scoring advanced was set.

## **Component 2: Schoolwide Reform Strategies**

*Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time and address the learning needs of all students in the school.*

**In the space below, describe the instructional strategies and initiatives currently implemented at the school.**

At Lomega Public Schools, opportunities for all children are provided to meet proficient and advanced levels of student academic achievement. Effective methods and instructional strategies are based on scientific research. These methods strengthen the core academic program.

Lomega Title 1 offers:

1. Paraprofessionals pull students from non core classes to address the student's' individual needs.
2. After school tutoring is offered to all 1<sup>st</sup>-3<sup>rd</sup> grade students. Classes are taught by certified teachers.
3. Summer School is provided for all students that read below grade level or are otherwise struggling academically.

**In the space below, describe the plans for sustaining the current strategies and initiatives and any new strategies or initiatives that will be implemented.**

Plans for sustaining current strategies and initiatives include the use of Accelerated Reader/STAR testing to align each student with his/her individual reading level. An Accelerated Vocabulary program is implemented. This practice tests vocabulary on each student's reading level. Accelerated Math allows each student to work on his/her own level with many opportunities to relearn and review skills. Oklahoma Academic Standards will allow the curriculum to be aligned.

**Component 3: Instruction by Highly Qualified Teachers**

*A highly qualified teacher (HQT) must hold a minimum of a bachelor’s degree; and obtained full Oklahoma certification or licensure; and has demonstrated competency in each of the academic subjects in which the teacher delivers content knowledge. A highly qualified paraprofessional must have completed at least two years of study at an institution of higher education; obtained at least an associate’s degree; or passed the Oklahoma General Education Test or another academic assessment approved by the Oklahoma State Board of Education.*

**Highly Qualified Teachers (HQT) and Paraprofessionals**

Number of Certified Teachers	Number of HQT	Number of Non HQT
19	19	1
Number of Paraprofessionals	Number of HQT Paraprofessionals	Number of Non HQT Paraprofessionals
8	8	0

**Teaching Experience**

Number of Certified Teachers	Years of Experience					
	0-3	3-5	6-10	11-15	15-20	20+
	4	1	1	5	3	5

**Education**

Number of Certified Teachers	Degree Received					
	Bachelor’s	Bachelor’s + 15	Master’s	Master’s +15	Doctorate	National Board Certification
19	17	0	2	0	0	0

**In the space below, provide the action plan for ensuring all students are taught by Highly Qualified Teachers specifically addressing any current Non-Highly Qualified Teachers at the site.**

Lomega Public Schools is fortunate in that 100% of our teachers are highly qualified. It is our practice to seek only highly qualified candidates for teacher placement within the district. If we were to ever have to hire a non highly qualified teacher, a support and



monitoring system is in place to help that teacher be successful until they were able to obtain highly qualified status. The system in place comes in the form of the assignment of a mentor teacher and close monitoring by administration.

#### **Component 4: Professional Development**

*Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.*

**In the space below, describe how the yearly professional development plan is created and who is involved in the decision making process.**

The yearly professional development plan is constructed each year by an administrative team that takes a look at any changes or challenges that need to be addressed. Administrators determine collectively which direction the professional development needs to take.

Because of the rural setting of our district, each year we select webinars that our teachers may attend that keep them up to date on the most current and successful practices that promote student learning. As a practice, any time we adopt a new textbook we have webinars set up to allow for our teachers to be introduced to the new learning materials.

Lomega Public Schools was fortunate enough to be selected as 1 of 19 schools in Oklahoma that received grants in the form of an Activity Based Learning Lab. Representatives from Schools for Healthy Living (SHL) were sent to train our teachers on how to use and implement this program and its equipment.

Teachers are encouraged to attend any and all training in regards to technology.

**In the space below, describe how the professional development plan supports the goals of the schoolwide plan.**

A Professional Development Plan Addendum for the school year must be completed and submitted with the schoolwide plan. The addendum is available at the end of this document.

**Component 5: Strategies to Attract High Quality Teachers to High Need Schools**

*Although recruiting and retaining teachers is an ongoing challenge in high-poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.*

**Teacher Turnover Rate**

Year	Number of Returning Teachers	Number of New Teachers	Percentage of Turnover
2011-2012	18		
2010-2011			
2009-2010			

**In the space below, describe the recruitment plan to attract highly qualified teachers including specific details about partnerships with institutions of higher education and neighboring school districts.**

Start typing here.

**In the space below, describe the teacher support system of the school including specific details about mentoring, collaborative teams, inclusion in decision making, and encouragement to continue higher education or pursue National Board Certification.**

**Component 6: Strategies to Increase Parental Involvement**

*Research continues to demonstrate that successful schools have significant and sustained levels of parent involvement. There it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.*

**In the space below, explain how parents were involved in the in the planning year and the needs assessment process and how parents will be involved in the implementation of the schoolwide plan.**

Start typing here.

**In the space below, describe how information will be communicated between school and parents and families including information about parent meetings, specifically the required Annual Parent Informational Meeting.**

Start typing here.

**In the space below, list and describe the parental involvement activities planned for the school year.**

Start typing here.

**Component 7: Transition Strategies From One Grade Level to Another**

*This component emphasizes the value of creating a coherent and seamless educational program for at-risk students.*

**Identifying Transition Points**

Transition	Grade(s) Affected	Transition Strategies/Activities	Timeline

**In the box below, describe how the school uses the listed strategies to ensure a seamless educational program for at-risk students.**

Start typing here.

**Component 8: Teacher Inclusion in School Decisions**

*In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessment, or end-of-course tests. The schoolwide program should provide*

*teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.*

**In the space below, list the methods of ongoing assessment teachers use to make instructional decisions.**

<b>Assessment</b>	<b>Timeline</b>	<b>Purpose</b>

**In the space below, describe the process used by teachers to analyze the data and describe how teachers are using results of the data analysis to improve instruction.**

Start typing here.

**Component 9: Effective and Timely Additional Assistance to Improve Student Achievement**

*The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.*

**In the space below, describe the additional assistance programs (intervention programs, extended day/year, math/reading blocks, tutoring) currently offered at the school. In the description for each program, include:**

- 1. The process for identifying students in need of additional assistance.**
- 2. The curriculum used and how it coordinates with the regular classroom.**
- 3. The process for evaluating the program for effectiveness.**

Start typing here.

**Component 10: Coordination of Funds**




**Required Documentation**

- The following documents must be kept on file at the school for monitoring purposes:
- r Copy of Local Board of Education Meeting Minutes Reflecting Schoolwide Plan Approval
  - r Copy of Meeting Agenda and/or Attendance Records for Parent Informational Meeting
  - r Copy of Meeting Agenda and/or Attendance Records for Faculty Informational Meeting
  - r Disaggregated Test Data for Math and Reading/Language Arts
  - r Student/Parent/Teacher Surveys (if applicable)
  - r Additional Student Achievement Data Used in Needs Assessment
  - r Part IV Addendum – Data Profile
  - r Part V Addendum - Schoolwide Focus Goal Action Plan(s)
  - r Letter of Notification to Parents of Students Taught by Non Highly Qualified Teachers
  - r Part VIII Addendum - Professional Development Plans for the Current and Implementation Year
  - r Sample Copies of Professional Development Agendas and/or Attendance Records
  - r Sample Evaluation Tool for Monitoring the Implementation of Professional Development Activities
  - r Sample Individual Professional Development Plan Created by Staff
  - r Copy of Parent Involvement Policy
  - r Copy of Site Parent/School Compact
  - r Parent Survey or Other Evaluation Tool Regarding Parent Involvement Activities
  - r Examples of School/Parent Communication
  - r Copy of Notification to Parents Regarding Student Achievement Reports and Test Scores

- r Copies of Notification to Parents of Annual Parent Informational Meeting
- r Copies of Notification of Title I Programs and Opportunities
- r Copies of Letters, Flyers, Mailings, etc. Notifying Parents of Transition Activities
- r Attendance Records of Parent Meetings About Transition Activities
- r Evidence of Vertical Teaming Among Faculty (i.e., Agendas, Minutes, Curriculum Maps)

**TITLE I SCHOOLWIDE PROGRAM-DATA PROFILE ADDENDUM  
OKLAHOMA STATE DEPARTMENT OF EDUCATION  
(Include last three (3) years of data)**

1. Student Enrollment by Gender

Year	Total Enrollment	# Male	% Male	# Female	% Female

2. Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/Pacific Islander	% White	% Other

3. Students Eligible for Free and Reduced Lunch Program

<b>Year</b>	<b>Number</b>	<b>Percent of Population</b>

4. Students Participating in Title I Programs

<b>Year</b>	<b>Program Enrollment</b>	<b>Percent of Population</b>

5. Student Attendance

<b>Year</b>	<b>Average Daily Attendance</b>	<b>Percent of Student Population</b>	<b># Male</b>	<b>% Male</b>	<b># Female</b>	<b>% Female</b>

6. Student Tardy Rate

<b>Year</b>	<b>Average Daily Tardies</b>	<b>Percent of Student Population</b>	<b># Male</b>	<b>% Male</b>	<b># Female</b>	<b>% Female</b>

7. Student Mobility Rate

<b>Year</b>	<b>Full Academic Year (FAY)</b>	<b>Non Full Academic Year (NFAY)</b>



	# Students	% Student Population	# Students	% Student Population

8. Student Truancy Rate

Year	Average Daily Truancy	Percent of Student Population

9. Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population

10. Student Behavior

Year	Average Daily Referrals	Average Daily In-School Suspensions	Average Daily Out-of-School Suspensions