

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

Assurances

- ☐ The schoolwide plan addresses all 10 required components.
- ☐ The schoolwide plan was developed by a schoolwide planning team consisting of parents and other members of the community.
- ☐ The local board of education has approved the Schoolwide Plan. Meeting date: _____
- ☐ Parents and the community were informed of interest in becoming a schoolwide school. Meeting date: _____
- ☐ Faculty and staff were informed and are committed to the schoolwide program. Meeting date: _____
- ☐ 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.
- ☐ 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

Name	Title	Stakeholder Group
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.		

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 students 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.

Start typing here.

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.

Start typing here.

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.

Student Achievement Data (i.e., OCCT, Benchmarks, District Assessments, DIBELS, Student Report Cards)	Perception Data (i.e., Staff/Student/Parent surveys, Self-Assessments, Meeting Minutes)	Demographic Data (i.e., Attendance, Truancy, Ethnicity, Low-Income, Special Education)

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

Start typing here.

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.

Start typing here.

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

Start typing here.

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

Start typing here.

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.

Start typing here.

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

Start typing here.

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
Number of Paraprofessionals	Number of HQT Paraprofessionals	Number of Non HQT Paraprofessionals

Teaching Experience

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

Education

Number of Certified Teachers	Degree Received					
	Bachelor's	Bachelor's + 15	Master's	Master's +15	Doctorate	National Board Certification

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.

Start Typing here.

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.

Start typing here.

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

Start typing here.



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			
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.

Start typing here.

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.

Assessment	Timeline	Purpose

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

Schoolwide schools are expected to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

In the space below, describe how local, state, and federal programs will be coordinated to support high-quality learning opportunities for all students in your school and how these programs are aligned to the Schoolwide goals.

Start typing here.

In the chart below, list the school’s funding sources and how each is used to support the goals of the schoolwide plan.

Funding Source	Program/Service Impacted	Coordination of Effort (modifications made to align with schoolwide goals)

Required Documentation

The following documents must be kept on file at the school for monitoring purposes:

- ☐ Copy of Local Board of Education Meeting Minutes Reflecting Schoolwide Plan Approval
- ☐ Copy of Meeting Agenda and/or Attendance Records for Parent Informational Meeting
- ☐ Copy of Meeting Agenda and/or Attendance Records for Faculty Informational Meeting
- ☐ Disaggregated Test Data for Math and Reading/Language Arts
- ☐ Student/Parent/Teacher Surveys (if applicable)
- ☐ Additional Student Achievement Data Used in Needs Assessment
- ☐ Part IV Addendum – Data Profile
- ☐ Part V Addendum - Schoolwide Focus Goal Action Plan(s)
- ☐ Letter of Notification to Parents of Students Taught by Non Highly Qualified Teachers
- ☐ Part VIII Addendum - Professional Development Plans for the Current and Implementation Year
- ☐ Sample Copies of Professional Development Agendas and/or Attendance Records
- ☐ Sample Evaluation Tool for Monitoring the Implementation of Professional Development Activities
- ☐ Sample Individual Professional Development Plan Created by Staff
- ☐ Copy of Parent Involvement Policy
- ☐ Copy of Site Parent/School Compact
- ☐ Parent Survey or Other Evaluation Tool Regarding Parent Involvement Activities
- ☐ Examples of School/Parent Communication
- ☐ Copy of Notification to Parents Regarding Student Achievement Reports and Test Scores
- ☐ Copies of Notification to Parents of Annual Parent Informational Meeting
- ☐ Copies of Notification of Title I Programs and Opportunities
- ☐ Copies of Letters, Flyers, Mailings, etc. Notifying Parents of Transition Activities
- ☐ Attendance Records of Parent Meetings About Transition Activities
- ☐ 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

Year	Number	Percent of Population

4. Students Participating in Title I Programs

Year	Program Enrollment	Percent of Population

5. Student Attendance

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female

6. Student Tardy Rate

Year	Average Daily Tardies	Percent of Student Population	# Male	% Male	# Female	% Female

7. Student Mobility Rate

Year	Full Academic Year (FAY)		Non Full Academic Year (NFAY)	
	# 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

TITLE I SCHOOLWIDE PROGRAM-PROFESSIONAL DEVELOPMENT PLAN
OKLAHOMA STATE DEPARTMENT OF EDUCATION

In the chart below, list the professional development activities planned for the school year.
More lines may be added as needed.

Year of Plan: 20__

Professional Development Activity	Date(s)	Participant Group	Description (i.e., content, duration of time)