



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

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| School Year: 2022-2023 |
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| DATE LAST REVIEWED | |
|---------------------------|---------|
| Date: | 8/24/22 |

| DISTRICT INFORMATION | |
|------------------------------|--|
| District Name: | Oologah-Talala Public Schools |
| County/District Code: | 1004 |
| Superintendent Name: | David Wilkins |
| Telephone: | 918-443-6000 |
| Email address: | David.wilkins@oologah.k12.ok.us |

| SCHOOL INFORMATION | |
|----------------------------|---|
| School Name: | Oologah-Talala Lower Elementary/Upper Elementary |
| School Site Code: | 105/205 |
| Principal Name: | Crysti York – lower ; Kendra Adkins – upper |
| Telephone: | 918-443-6000 |
| Email address: | Crysti.york@oologah.k12.ok.us ; kendra.adkins@oologah.k12.ok.us |
| School Poverty Rate | |

| INSTRUCTIONS | |
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| <p>Each of the five sections of the plan is composed of three parts.</p> <ul style="list-style-type: none">● The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met.● The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under “Meets Expectations.” Corresponding points under the headings “Developing” and “Does Not Meet Expectations” are provided for the sake of clarity.● The third part is a text box where narrative answers are to be entered. There is no word or character limit. | |

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, paraprofessionals 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)]

Meets 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.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I schoolwide plan.
3. The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.
4. The Title I schoolwide plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.
4. The Title I schoolwide plan is posted in English on the school's website.

Addressing the above expectations, describe in the box below the strategies to increase family and community stakeholder involvement.

Frequent reports will be submitted to parents concerning their children's progress. The Title I staff plan and facilitate family night reading activities and provide training to parents during the Title 1 Information meeting, orientation night, family book night, and through the parent check-out center. Flyers are sent home and phone call reminders are given prior to the events. Agendas and attendance records are kept by the reading specialist for each event. The Title 1 Reading Specialist and/or classroom teacher will also make an appointment (at any parent's request) to demonstrate or share activities to use at home. Parents will also complete a survey/questionnaire once a year for title committee to review. These documents will be compiled, and changes will be discussed based on the results. Parents serve on the Title 1 Site Committee, and are strongly encouraged to provide input regarding the program and additional methods to increase parental involvement.

Oologah-Talala Public School teachers communicate through phone calls, parent-teacher conferences twice a year, newsletters, flyers, Mustang Mike phone calls, and social media including Facebook, Remind, and Rooms. All parents are contacted every two weeks if child is not making adequate progress in Reading. All communication is kept in teacher communication logs. If necessary, student's behavior and/or academic reports can be sent home for weekly updates. Parents will receive progress reports, report cards, and assessment reports. Parents are updated to their child's progress to support our goal of Student Growth. They also can access Wengage parent portal for current grade information. Information is also available on Oologah-Talala Public schools website with a parent tab with access to information and academic standards. All communication is thoroughly reviewed by the Title 1 Reading Specialist and building principal for ease of understanding and accuracy posted on the school and classroom websites.

2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that the 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)]

Meets 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 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 has improved outcomes for all students, particularly those most at-risk.

Developing

1. Includes performance and/or non-performance data gathered from a limited number of sources.
2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 1111(c)(2) of ESSA.
3. Examines student strengths and needs.
4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students in general.

Does Not Meet Expectations

1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
2. Includes analysis of the student body as whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in 1111(c)(2).
3. Examines student deficits.
4. School administrators have not clearly and transparently identified and communicated the school's priorities.
5. Evidence does not show that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students.

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 schoolwide plan.

The Lower and Upper Elementary Schoolwide Committee which includes teachers, reading specialists, principals, administrators, parents, and other appropriate school personnel have developed and annually review and adjust the Elementary Title 1 Plan according to the needs of the students. The principals and reading specialists are responsible for relaying information about the actual implementation of the program within the school setting, as well as reporting on progress and test results. Parents of all children are asked to provide feedback regarding their views of the program's effectiveness based on their personal experiences. The assistant superintendent and/or the superintendent oversee the committee meetings, and provide guidance to ensure that the actions of the committee are in compliance with Title 1 regulations. The plan is shared with the entire staff of the Title 1 schools during school faculty meetings held in the spring and directed by the school principal. Input from the staff is encouraged, noted by committee members, and brought back to the committee for additional discussion. The program is shared with parents of the community at the beginning of each school year during a Title 1 Information Meeting and during pre-planned Open House activities led by classroom teachers, the building principals and reading specialists.



3. Schoolwide Plan Strategies

- By checking this box, the school principal certifies that the 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).

Meets 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 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, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a 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.

Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the comprehensive needs assessment, and may result in limited improvements in student learning.
3. Additional on-going assistance is provided for students experiencing difficulty meeting State standards.
4. The school uses clear criteria and processes for addressing behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the comprehensive needs assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student behavior problems.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

Addressing the above expectations, describe in the box below 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.

Highly qualified reading specialists and highly qualified paraprofessionals will work with students daily in small groups using proven research-based strategies encompassed within:

- Pearson Reading Series
- one-on-one tutoring sessions offered to any student that shows a need
- *Saxon Phonics* instruction is taught daily to increase phonics skills
- *Guided Reading* small-group sessions, focusing on comprehension and vocabulary development
- *Literacy First* word-working activities to build word decoding skills and sight word vocabulary
- *Accelerated Reader* software to develop prosody and comprehension

Students will receive additional instruction during reading intervention time. The program incorporates additional instruction of the existing vocabulary, story elements, and reading strategies that are focused on weekly in the classroom by conferencing and planning regularly with classroom teachers. Reading Specialists and highly qualified paraprofessionals will pull from the classroom or go into classrooms to work with small groups and/or whole classes on specific skill building activities. After school tutoring and summer school programs will be offered when needed and, as funds are available. School wide reform strategies include all students, and are designed to determine a student's independent and instructional reading level, and then provide activities to accelerate progress based on individual needs and abilities. *Accelerated Reading* is an incentive program that all students are strongly encouraged to participate in, to help develop long term reading comprehension, vocabulary, fluency and appreciation of literature. In addition to these yearlong programs, *Saxon Phonics* lessons and activities are taught daily in all classrooms to help all students increase their foundational reading skills.

Professional Development

The District Professional Development Committee, which consists of teachers, administrators and parents, have designed a professional development plan that addresses the district's professional development goals. Each teacher will have a professional learning focus in which they can seek out specific professional development to achieve their focus goal. Title 1 funds may be used to send teachers to various professional development opportunities such as Literacy First, LETRS, and/or Title 1 conferences. Each Title I building has a site committee. These committees will determine the professional development needs of their respective sites by surveys each year. Surveys are also given after the professional development for follow-up and future planning. Opportunities for professional development outside the district is available for classroom teachers, Title I teachers, and administrators. The district will provide the following training on site to meet NCLB requirements: Classroom Teaching and Management Strategies, Child Abuse Recognition and Reporting Procedures, Parental Involvement Training, Curriculum Mapping, Multicultural Training, and Autism Spectrum Disorders. Agendas and attendance records are kept by the building representative. The committee will also be encouraged to determine applicability of professional development activities regarding parents. If it is determined that parent participation is appropriate, training will be advertised as being open to parents. Title 1 staff and classroom

teachers are united through the introduction and assimilation of school wide professional development. This provides a shared knowledge base of procedures and instructional models, and allows for better communication regarding content of instruction, procedures, and expectations.

Recruitment of Highly Qualified Professional Staff

Oologah-Talala Elementary schools utilize a variety of marketing strategies to recruit highly qualified teachers. Job postings are first emailed to current staff before being posted on the Oologah-Talala website and the Oklahoma School Board website. Job openings are then listed in the local newspaper, as well as, neighboring newspapers. Principals collaborate with local colleges, including participating in classroom presentations to promote our school and open positions. Principals attend teacher job fairs and conduct thorough interviews, checking all references. New teachers attend two days of New Teacher Orientation at the beginning of the school year. New teachers are also supported by teacher mentors throughout the year. Mentors and other teachers help support the new teachers through collaboration and Personal Learning Communities.

Teachers are encouraged to further their education and earn additional certifications including National Board Certification through salary incentives. To support the retention all teachers, and personnel and administrators build a climate of support, encouragement, and appreciation through rewards and incentives.

Instruction by Highly Qualified Professional Staff

Oologah Elementary schools hire highly qualified certified personnel for all Title I and classroom positions. Administrative assistants coordinate with principals to make sure they have completed the appropriate paperwork to ensure that currently employed teachers are highly qualified or know the requirements for becoming highly qualified. All newly hired teachers have been certified as highly qualified prior to employment. The Student Handbook and the Oologah-Talala Public Schools website comply with "Parents Right-to-Know" legal requirements. Each site principal is responsible for informing the parents in letter form if any substitute, who is not highly qualified, will be teaching in a classroom for a period of more than four weeks. The salary schedule supports increased salary increments for achieving higher degrees and National Board Certification status.

Teacher Participation in Making Assessment Decisions

To ensure teachers are involved in decision making each grade level meets at least once a week as a team to discuss issues with curriculum, testing and common assessments. Oologah-Talala Elementary schools has aligned its curriculum from kindergarten through fifth grade. This ensures that each grade level is working on skills and instruction consistently to raise all students level of achievement. Teachers meet in vertical planning sessions, curriculum discussions, testing and then evaluation results are analyzed.

Grade level teams create a mapping calendar to guide instruction for the school year. Teachers review assessment forms and create focus lessons and groups to meet the needs of all students. Academic goals are prioritized and instructional and intervention strategies are utilized to achieve these goals. New students are assessed within the first week of them attending school. These students will be discussed to make decision on what skills they need that may be lacking when they arrive.

Assessments available:

Literacy First – P.A.S.T. and Phonics survey
Pearson Reading Series Chapter Tests
Study Island
Edmentum- Exactpath Diagnostics
Wida Access (EL students)
BEAR spelling
Accelerated Reading
MAP
DAR
OSTP
Teacher generated common assessments

Oologah Talala Elementary Assessment Calendar:

August-September 2022 NWEA Fall Testing Reading/Dyslexia Screening
December 2022 NWEA Winter Testing Reading/
April 2023 OSTP – ELA, Mathematics & Science (5th grade only)
April/May 2023 NWEA Spring Testing Reading

Transition Strategies

Transition activities are scheduled at the beginning and end of each school year. The upper and lower elementary counselors, building principals, Title 1 reading specialists, and classroom teachers plan and prepare for the activities. At the beginning of the school year, we welcome parents and students to meet the classroom teachers and be informed about the policies and procedures for the school year. Attendance records are kept by the principal for each event. Title 1 reading specialists from both the upper and lower elementary schools will communicate on a regular basis concerning best practices, curriculum, reading models, and expectations of students. Each spring, the school counselors, principals, and classroom teachers coordinate orientation tours and activities for all students moving from one school to the other. After spring testing, NWEA testing results are shared, along with teacher input, to determine who will enter the program at the beginning of third-grade. The reading specialists also participate in the “Read Across America” program at the lower and Upper Elementary’ s each March.

Transition strategies used:

Parent-night – parents will be given an opportunity to meet teachers and staff on parent-night held at the beginning of the school year; parents will receive an enrollment packet

Routines and expectations – classroom expectations and daily routines are standardized from kindergarten to fifth grade

Procedures – During the first week of school, a tour will be given to students to learn procedures of the different areas of the school. They will also become acquainted with all school personnel.

Vertical alignment – teacher will meet several times a year to discuss current and upcoming students’ academic needs. Also will discuss curriculum alignment between grade levels and buildings.



4. Coordination and Integration

By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided. [ESSA, Section 1114b(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 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 1114b(7)(B)]

Meets Expectations

1. Leverages sufficient resources (i.e., 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.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.



Addressing the above expectations, complete the table below. Then, describe in the box below the ways in which funds are to be braided the Title I schoolwide program.

| Funding source (e.g. Title III, Part A, donations, competitive grants, etc.) | Amount available |
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Oologah-Talala administrators, teachers, and staff are committed to improving student outcomes by meeting in teams to look over data in PLC meetings to adjust teaching strategies for the benefit of the students. Once these decisions are made the committee will meet to determine needs for the use of title funds.

Oologah-Talala will exercise flexibility in using Title 1 funds to purchase technology, textbooks, and site licenses to improve student learning.



5. Evaluation and Plan Revision

By checking this box, the school principal certifies that the 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 revising of the Title I schoolwide plan includes regular analysis of multiple types of data (i.e., 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.

Developing

1. School leadership uses state assessment results to annually evaluate the Title I schoolwide plan.
2. The monitoring and revision of the Title I schoolwide plan is based upon limited types of data and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I schoolwide plan.
2. Some monitoring of the Title I schoolwide plan takes place, but there is not a process to regularly adjust the plan to increase student learning.
3. School leadership reviews student achievement and growth data.

Addressing the above expectations, describe in the box below how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement to determine whether the 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 plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

V. Evaluation and Plan Revision

Oologah-Talala Public schools Speech administrators and Title 1 reading specialists meet with other Title, JOM, and Special Education teachers on an as-needed basis to share relevant information about the services, materials, and best practices used to teach qualifying students, as well as the results of the OSTP, focusing on sub areas in order to analyze needs and develop a plan of improvement.

The Title 1 District Schoolwide Committee and Title 1 Site committee will meet in May of each year to review the effectiveness of the program based on parent input, progress reports from classroom teachers and reading specialists, and recent assessment results from the NWEA, the DAR, and/or Literacy First. Overall program results will be discussed and analyzed so that changes needed to increase efficacy may be written into the Title 1 District Plan for the upcoming year.

In addition, Title 1 Teachers pre and posttest their students to determine growth and identify areas of concern. The following assessments may be utilized:

- 1 Informal Reading Assessments and Checklists
- 2 Literacy First Comprehension
- 3 Literacy First Fluency
- 4 Literacy First Phonics and Phonological Awareness
- 5 NWEA Screenings
- 6 Diagnostic Assessments of Reading
- 7 Classroom Common Assessments