

Title I Part A

District Plan Provisions

A local educational agency may receive a subgrant under Title I for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency (Section 1112).

Instruction: Type responses below the gray line after each data element. Cells will expand as you type.

Plan Provisions	District Requirements
Additional Assessment	<p>Using Assessments in consort with the state assessment, describe how the district will determine student and program success which must include the following:</p> <ol style="list-style-type: none"> 1. How will the district identify students who may be at-risk for reading or math failure or who are having difficulty reading or performing mathematical functions?
	<p>Assessments used: STAR READING, STUDY ISLAND ASSESSMENTS, CLICK-N-LEARN ASSESSMENTS, ACCELERATED READING, GAITS/MCGINITIE, DIAGNOSTIC SCREENING TEST, TEACHER MADE TESTS, STAR MATH, HARD CORE TEST, and LITERACY FIRST ASSESSMENT. These assessments will also be used in screening and diagnostic testing to identify students who may be at risk for reading/math failure or who is having difficulty.</p>
	<ol style="list-style-type: none"> 2. How will the district determine individual student success?
	<p>The assessments noted above will also be used in diagnosis, teaching, and learning in the classroom. These tests 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 everyone can work together toward a common goal. 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. Also by using the Accelerated reading program, students are allowed to set goals and challenges to read more. The students enjoy this and they set their own goals.</p>
	<ol style="list-style-type: none"> 3. How will the district assist in the diagnosis of students to impact teaching and learning in the classroom?
	<p>The combined classroom based assessments, CRT and other assessments, will be evaluated by weekly team meetings (team consists of counselor, principal, teachers, and reading coach). These meetings will focus on the individual student progress and how to improve instruction with emphasis on reading and math. This provides instructors a tool for reading/math centers and suggested guidance for curriculum alignment. The District also implemented a weekly 90 minute Professional Development training for all certified staff FY 2011, along with training with Literacy First that focuses on reading and EDIT that is designed to help teachers meet and exceed state standards in math. Both programs are required to be implemented in the classroom. The District is focusing on training that will help take the students to the next level.</p>
	<ol style="list-style-type: none"> 4. How will the district measure/review and analyze the district program effectiveness?
	<p>The district measures, reviews, and analyzes these programs on a continual basis to ensure all students are progressing toward meeting the state student academic achievement standards.</p>
Indicators other than Assessment	<p><i>This provision is optional.</i> Describe if the district will use other indicators to determine student or program success, i.e., dropout rates, attendance, truancy, enrollment in postsecondary, involvement in after-school activities, attitude changes.</p>
	<p>The district uses student self-referral attendance reviews, parent referrals, staff and teacher observations.</p>

<p>Additional Educational Assistance</p>	<p>Include a description of how the local educational agency (LEA) will provide additional educational assistances to students assessed as needing help to meet the state’s challenging academic standards. Include a description of the district’s Title I programs in both targeted assistance (TA) and schoolwide (SW) schools along with any district interventions.</p> <p>Before and After school tutoring in the core subjects, after school program, and summer program for all students in the subjects of writing, reading, math, science and social studies. Students that are having difficulty in reading are given additional tutoring. Full day kindergarten, full day pre-kindergarten. All programs are supervised by certified teachers. Paraprofessionals are used in the classrooms along with certified teachers. Extra time in the computer lab is allowed.</p> <p>Funding is used from the following Title Programs to enhance and support but not supplant the school district’s education. Paraprofessionals are provided to offer in-class assistance and (working under the direction of the certified teacher) additional remediation if needed. Funding teaching assistants for more individual instructional time, especially math and reading. Title I Program will provide a program for all grades to meet the needs of all students, based on scientifically based research. Additionally, funds will be utilized to provide 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.</p>
<p>Coordination and Integration of Programs</p>	<p>Describe how the district’s Title I program will coordinate with other programs (Even Start, Head Start, Reading First, Adult Education, etc.) and work with special populations (English language learners, migrant, homeless, neglected or delinquent children, etc.) to reduce duplication and fragmentation and increase collaboration between the programs.</p> <p>For a student who is at risk a team is developed to discuss services and resources that are available in our area and appropriate referrals are made. Currently, we coordinate with a local head start agency. We coordinate services with Child Nutrition to provide for those students at poverty levels, our Indian students are receiving supplemental educational opportunities through Title VII, children with disabilities are provided with enhanced educational opportunities through IDEA. 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 Oklahoma’s Priority Academic Student Skills.</p> <p>Is the district coordinating with pupil services personnel such as counseling and mentoring?</p> <p>Counselors are utilized by referrals from students, parents, staff, and administration. Counselors may refer students to outside agencies if needed.</p> <p>If appropriate, how is the district coordinating with college and career awareness and preparation programs?</p> <p>Counselors participate in local college fairs. The Counselor contacts local college reps to meet with high school students and those enrolled in the alternative education program. Jr. and Sr. students have the opportunity to job out and/or enroll in Career Tech to help them prepare for careers and the world of the work. Jr. and Sr. students also have the option of concurrent enrollment.</p> <p>How does the district coordinate services to prepare students for transition from school to school?</p> <p>Coordinate with local head start agency for tours for students who will be attending our school the next year. Also have parent/teacher conferences to assist with any transitions that are forecasted. We plan a tour for the 6th graders who will be attending the 7th grade at the High School Building the next year. We plan a curriculum night where parents are able to meet with</p>

	teachers so they can all work together to make the transition smooth.
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Selection of Students in Targeted Assistance Schools	Describe how the district will: 1. Identify the pool of educationally deprived students (those students failing or at-risk of failing to meet the state standards).
	Does not apply. This district is School Wide.
	2. Select the students most in need of additional academic support for each of the district's TA schools. All criteria used must be educational in nature.
Preschool Services	<i>This provision is optional.</i> If the district is using any Title I dollars to support or run a preschool program, describe in detail the goals, size, and activities of the program.
	Does not apply. The school does not support the preschool services with Title I dollars.
Quality Teachers and Paraprofessionals	What are the district's hiring policies/procedures that will ensure that individuals who do not meet minimum hiring standards will not be hired for Title I positions?
	Teachers and paraprofessionals employed must meet the all standards defined in the No Child Left Behind Act.
	Please describe the district's plan to ensure that all teachers teaching within the school district are "highly qualified."
	All teachers employed by Warner Schools 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. Those teachers that have a valid Elementary Certificate will have participated in the High Objective Uniform State Standard of Evaluation (HOUSSE) by the end of the 2005-2006 school year to continue in their current assignment. Paraprofessionals hired after January 8, 2002, must meet 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, will have had an opportunity to meet requirements by January 28, 2006 Warner Public School has provided professional development and financial assistance to teachers and paraprofessionals to meet the Highly Qualified Teacher Standards in the No Child Left Behind Act.
	Describe the district's plan to ensure that low-income students and minority students are not taught at higher rates than other students by unqualified, out of field, or inexperienced (0 to 3 years) teachers.
	The district does not have multiple sites with the same grade levels offered. Annually the superintendent will review data to ensure low-income and minority students are not taught at rates higher than other students are by inexperienced teachers.
	Describe how the LEA will: 1. Coordinate with Title II to provide professional development and technology.
	The Title I Professional Development Plan is coordinated with the local Professional Development plan to assure that all teachers will receive professional development in effective schools practices with special

	<p>emphasis being on techniques to help students at risk of failing to meet state standards. Title II funds may be used in this effort.</p>
	<p>2. Provide activities to support Title I staff to meet No Child Left Behind's (NCLB) highly qualified requirements.</p>
	<p>Professional development at Warner will:</p> <ul style="list-style-type: none"> • have 100 per cent staff participation; • be scientifically based; • be based on analyses of the differences between actual student performance and goals and standards for student learning; • involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved; • be primarily school-based and built into the day-to-day work of teaching; • be organized around collaborative problem solving; • be continuous and on-going, involving follow-up and support for further learning; • incorporate evaluation of multiple sources of information on (a) outcomes for students and (b) the instruction and other processes that are involved in implementing the lessons learned through professional development; • provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned; and • connect to a comprehensive change process focused on improving student learning.
	<p>3. Support the activities outlined in the parent involvement section.</p>
	<p>Teachers will learn new strategies to improve the amount and quality of involvement of parents in their children's education. The district recognizes that parent involvement contributes to the achievement of academic standards by students participating in Title I programs.</p> <p>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.</p>
	<p>4. Provide Title I staff and teachers of Title I students with professional development that progresses in a logical sequence of training that begins with an understanding of the scientifically based research and program-specific training and continues with on-going and more in-depth training and support.</p>
	<p>Professional training will be sustained and on-going. Training will be scientifically researched based, and will have 100% participation of staff. Training will be evaluated for effectiveness so changes can be made if necessary. The District also implemented a weekly 90 minute Professional Development training for all certified staff FY 2011, along with training with Literacy First in the elementary campus that focuses on reading and EDIT district wide that is designed to help teachers meet and exceed state standards in math. Both programs are required to be implemented in the classroom. The District is focusing on training that will help take the students to the next level.</p>
Homeless Children	<p>Describe how the district's Title I plan is coordinated with the McKinney-Vento Homeless Assistance Act.</p>
	<p>If received, the District will review the district Homeless policy and contact the SDE for technical assistance, as well as providing training for staff on identification of the homeless.</p>
	<p>Describe how the district identifies homeless children.</p>

	<p>Homeless students are identified as including individuals who lack a fixed, regular, and adequate nighttime residence. We will immediately enroll homeless students even if the students are unable to produce the records normally required by non-homeless students for enrollment. Educational accommodations, including out of school and extended day programs, will be provided immediately to ensure that homeless students receive a comparable education.</p> <p>Describe how the district removes barriers to enroll homeless students.</p> <p>The district shall remove barriers to enrollment and provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall homeless students be stigmatized in any way.</p> <p>The designated homeless liaison shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.</p> <p>How does the district use its homeless set-aside funds?</p> <p>Set-aside funds, if applicable, may be used to support extended day and summer activities, provide school supplies, tutoring and other resources.</p> <p>Describe how the district contacts and coordinates with the town welfare office and local shelter(s) to identify homeless children and youth and available services.</p> <p>The district liaison works with the local churches, DHS and law enforcement for assistance in locating homeless children and youth. The Supervisor of the Muskogee County Department of Human Services would also be contacted. We also have a ministerial alliance with whom we would link this family up with to obtain additional resources. A food pantry is also available through the DHS office.</p>
<p>Neglected and Delinquent Students</p>	<p>For every student who is involved in a neglected and delinquent program our team assesses their individual needs before returning back to school using such agencies as Green Country Behavioral Health, McCoy's Youth Services and other agencies as needed.</p> <p>If a neglected or delinquent facility is constructed in our district, Warner Schools would provide Title I services for which those students are eligible.</p>
<p>Migrant Students</p>	<p>Describe how the LEA will ensure that migratory children are selected to receive services on the same basis as other children who are selected to receive services.</p> <p>We do not have any current Migrants at the time, however in our plan all new students will be interviewed for possible migrant placement upon enrollment. All students who are at-risk are given additional assistance as indicated by transferred grades, current grades; state mandated tests, STAR MATH and STAR READING post-test scores, interviews, parent-student-teacher recommendation.</p> <p>We would create English as Second Language class, provide interpreters as needed and review our attendance policy to make sure we work together towards a common goal for success.</p> <p>How will space in the Title I program be made available throughout the year for migrant children?</p> <p>All migrant students will be mainstreamed into the regular classroom. A full-day PreK and Kindergarten program serves all students ages 4-5. As we are a school wide site, migrant students will be provided with Title I academic services with all other students. These students will also be referred to our after school program, and additional supplemental tutoring.</p>

<p>Parent Involvement</p>	<p>Describe how parents and community are involved in the planning, review, and improvement of the Title I program and in the assessment of the effectiveness of the district's parent involvement policy and activities.</p> <p>The district will provide assistance to parents of students served by the school in understanding such topics as the Oklahoma Priority Academic Student Skills 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, pupil 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.</p> <p>Does each school have a school-parent compact?</p> <p>Yes</p> <p>When are parents provided information about the program, including participation in professional development activities and training to help them teach their children?</p> <p>The district implemented a web-site in order to help link the school with the parents. Grades PK-6 have a Thursday folders program where students take home folders every Thursday with a weekly newsletter and the parent signs the folder to insure that they have read all of the information. A monthly newsletter is mailed out to students grades 7-12. A student driven school newsletter for each campus is also distributed throughout the school year. All of these communication letters not only list activities, but also include tips for parents on homework, health, and educational information. A marquee is located at each campus where information is posted about what is going on in the school system. The district has an active Indian Education Committee, Band, Athletic and Livestock booster clubs that are parent driven. A parent representative is also active on the School Improvement Committee that meets once a month during the school year. Two parent teacher conferences per year are hosted along with a Meet the Teacher Night to kick off each school year. Each of these events provide educational information to parents such as SAFE School numbers, helping your child identifying bullying, resources such as Green Country Mental Health, DHS, and SoonerCare Applications. The school calendar through the local telephone company to insure that all parents have access to one. A PK-12 phone notification system has also been implemented to communicate with student households.</p> <p>Describe how each Title I school within the district meets the requirement to conduct and annual meeting for parents of participating students.</p> <p>The district holds an annual Title I and Federal Programs meeting. The community is notified about this meeting and encouraged to attend. Agendas, sign in sheets, and minutes are maintained. Additionally the School Improvement Committee meets once a month during the school year and Federal Program progress is reported, tracked, and discussed in these meetings. Community members are encouraged to attend and comment.</p> <p>What are the district's plans to comply with the "Parents Right-To-Know" requirements in the law? If applicable, how will the district comply with all the Title I parent involvement requirements in a participating private, nonprofit school?</p> <p>At the beginning of the school year we provide a student handbook which all parents are required to sign to ensure that they understand the policies that are set forth. One of the policies in the handbook informs parents of their right to know the qualifications of their child's teacher. These policies are also posted on the school's web-site.</p>
<p>Schools in Need of Improvement</p>	<p>If applicable, include a description of how the LEA will assist the low-achieving school to implement its improvement plan.</p> <p>If the school is placed on program improvement, additional training will be added in specific, identified areas of need. If one of our sites is so identified,</p>

	<p>the Technical Assistance Team provided by the Oklahoma State Department of Education will be consulted for help in developing a Program Improvement Plan that includes effective Professional Development on Effective Teaching Strategies.</p>
<p>Extended Learning Opportunities</p>	<p><i>This provision is optional.</i> Include a description of how the LEA will use its Title I funds to support after school (including before and summer school) and school-year extension programs.</p> <p>After school program, summer program, fully day pre-kindergarten and full day kindergarten. All programs are supervised by certified teachers. The district evaluates these programs annually. If funding is available, the district will continue to provide these programs.</p>