



**SCHOOLWIDE PLAN**  
*Every Student Succeeds Act, Section 1114*

<b>School Year:</b> 2022-2023
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DATE LAST REVIEWED
<b>Date:</b> 5/18/2022

DISTRICT INFORMATION	
<b>District Name:</b>	Norman Public Schools
<b>County/District Code:</b>	129
<b>Superintendent Name:</b>	Dr. Nicholas Migliorino
<b>Telephone:</b>	405-366-5868
<b>Email address:</b>	nickm@norman.k12.ok.us

SCHOOL INFORMATION	
<b>School Name:</b>	Adams Elementary
<b>School Site Code:</b>	110
<b>Principal Name:</b>	Patricia Thomason
<b>Telephone:</b>	405-366-5972
<b>Email address:</b>	thomasonp@norman.k12.ok.us
<b>School Poverty Rate</b>	63%

INSTRUCTIONS
<p>Each of the five sections of the plan is composed of three parts.</p> <ul style="list-style-type: none"><li>● 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.</li><li>● 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.</li><li>● The third part is a text box where narrative answers are to be entered. There is no word or character limit.</li></ul>



**OKLAHOMA**  
**Education**



### 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.**

Section 1 Meets Expectations.

The specific strategies applied by the Adams Elementary Title One committee planned for and implemented during the 2021-2022 school year, included two virtual family weeks, STEAM Week November 15-19th and ASATW April 11-15, supporting and enriching our curriculum and increasing parent communication through SeeSaw Platform. Other opportunities were implemented with a partnership with our PTA, Family Carnival and Jog A Thon. We held district required events for our parents to learn about our curriculum as well as the progress in academic and social skills of their children.

STEAM Night was our Fall event for families held virtually due to continued Covid concerns on November 15-19th. On Monday we hosted an online Science event, Tuesday was Technology, Wednesday was Engineering, Thursday was Art and Friday was math. Participation numbers of each evening are in our Title One 21-22 online folder.

All Stars Around the World (ASATW) was our spring family event held the week of April 11-15. Classrooms chose continents and then countries to create presentations shared on the SeeSaw Platform. One continent was highlighted each evening for families to view and interact. Participation percentages are in our Title One online folder 2021-22.

Our future planning for the 22-23 school year has begun. We are so pleased to hold next year's events in person, returning to our one evening in the Fall and one in the Spring. More planning will be done this summer when our committees meet to choose dates and the format of the events. Having our families back in our building will benefit all of our students, parents, guardians, and involved community partnerships. Other ideas we will consider is hosting an event for our English Language Learners families entering Adams for prek and kindergarten. This would involve our EL teachers and classroom teachers sharing their procedures, curriculum, and events that are special to Adams. We want to be the Good News of Norman Oklahoma for all our families while making need adjustments for our Spanish only speaking families.

The development of our Vision and Mission for Adams Elementary began in 2019. Families and Teachers were asked to share their vision, brainstorming words or phrases they wished to see for students and adults alike as a starting point. Many ideas were brought to our Committee which was made up of representatives from different positions in our school as well as a few students and parents. Several sessions of clarifying, defining and combining ideas brought the committee to 5 key ideas. These ideas would be represented with the letters in the word SHINE. S - Self-Discipline, H - Honesty, I - Invincible, N - iNclusive, and E - Empathy. To manifest this vision we state it outloud through words and song and in writing for everyone in the Adams community to practice SHINE at all times throughout the school building and any outside community events. The development of our SMART goals is done yearly. We wait for the results of our State Testing before finalizing our goals. We include our benchmark reading and math data as our formative ongoing data through the year reviewing the data in PLC meetings 3 times a year with progress monitoring conversations in between. We will develop academic goals in math and literacy as well as each committee developing goals for achieving those goals.



## **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.

Section 2 Meets Expectations.

As referred to in Section one our main goal is to see a student reach aggressive growth or typical growth. Our students with a learning gap in expected levels compared to actual levels need aggressive growth which will help the gap for those students close. This can take anywhere from one to three years even with aggressive growth depending on the gap. A percentage is calculated in our Benchmark program to alert the teacher if the student is staying on track to reach that level.

FAST Benchmark Results by Grade and Growth Rate:

21% of our 5th grade students made *aggressive growth* from Fall to Spring.

34% of our 5th grade students made *typical growth* from Fall to Spring.

23% of our 5th grade students made *modest growth* from Fall to Spring.

22% of our 5th grade students made *flat growth* from Fall to Spring.

4th grade is still pending

50% of our 3rd grade students made *aggressive growth* from Fall to Spring.

23% of our 3rd grade students made *typical growth* from Fall to Spring.

20% of our 3rd grade students made *modest growth* from Fall to Spring.

7% of our 3rd grade students made *flat growth* from Fall to Spring.

40% of our 2nd grade students made *aggressive growth* from Fall to Spring.

28% of our 2nd grade students made *typical growth* from Fall to Spring.

20% of our 2nd grade students made *modest growth* from Fall to Spring.

12% of our 2nd grade students made *flat growth* from Fall to Spring.

8% of our 1st grade students made *aggressive growth* from Fall to Spring.

21% of our 1st grade students made *typical growth* from Fall to Spring.

17% of our 1st grade students made *modest growth* from Fall to Spring.

54% of our 1st grade students made *flat growth* from Fall to Spring.

5% of our Kindergarten students made *aggressive growth* from Fall to Spring.

25% of our Kindergarten students made *typical growth* from Fall to Spring.

30% of our Kindergarten students made *modest growth* from Fall to Spring.

40% of our Kindergarten students made *flat growth* from Fall to Spring.

Behavior Data 2021-2022 Year

This data is a rough estimate of events that happened with behavior 2021-2022. We had some inconsistency in the data collection. Plans to review monthly are in place for the PBIS committee. We have scheduled a Conscious Discipline training in August of 2022.

August/ 2 events/ 1 recess/ 1 PE/ 2 5th grade

September/ 5 events/ 1 hallway/ 2 PE/ 1 bathroom/ 1 recess/ 2 4th grade/ 3 5th grade

October/ 1 event/ 1PE/ 5th grade

November/ 2 events/ 2 classroom

December/ 3 events/ 2 hallway/ 1 playground/3 5th grade

January/ 1 event/ 1 classroom/1 4th grade

February/2 events/ 1 classroom/ 1 PE/ 2 5th grade

March/ 4 events/ 3 classroom/ 1 cafeteria/ 4 5th grade

April/ 5 events/ 3 PE/ 1 bathroom/ 1 classroom/ 3 4th grade/ 2 5th grade

May/ 4 events/ 3 classroom/ 1 cafeteria/ 2 4th grade/ 2 5th grade

**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.**

Section 3 Meets Expectations

Our professional development plan this school year was done through our Professional Learning Community meetings held weekly. Our staff and administration needed more experience with our FAST assessment and progress monitoring through the FAST system. Each PLC session was devoted to looking at students in progress monitoring groups and their growth week to week. We also spent time learning about the intervention that was used for each group and its effectiveness. Through the many discussions with our teachers this year it became obvious we had a wide variety of approaches to small group instruction including the number of times they were able to provide interventions in addition to on grade level small groups. We have plans to adjust the learning schedule for small group instruction providing for a grade level pull out time for Special education, EL, Reading Specialist and GT not to interrupt any on grade level whole group learning.

Our school has implemented Heggerty PreK, K, and Primary for all students no matter what classroom they were placed in. We also have begun to implement Bridging the Gap Heggerty in grades two and three for whole group lessons as well as intervention teams. Grades 4 and 5 will be implementing Morpheme Magic for vocabulary instruction. Our district Literacy Director has arranged for all of our students PreK-K and Primary - 8 weeks of summer instruction online.

Our professional development plan for 22-23 will be generated by our committee work this summer and fall after reviewing all testing data specifically looking at subgroups, IEP, and the effectiveness of our reading intervention program and curriculum. We do have a scheduled professional development for Conscious Discipline training at the beginning of the year 2022 for all staff members including certified, non certified and support.

**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
Title One Reading Specialist	62,881.00
Title One Half Time Math Specialists	31,016.25
University of Oklahoma partnership with a reading course and our 2 <sup>nd</sup> grade students	No Cost to school.
RSA Funds for additional instructional assistance for students first through third grade.	3500.00

**Section 4 Meets Expectations**

**Fiscal Resources**

Our school benefits from Title One funds, General funds, Student Activity funds, and RSA funds.

**Use of Time Resources**

Our schedules are developed so that students at risk in reading and/or math do not miss grade level material in the classroom. We also have our schedules created to allow time for all students to have equal access to curriculum. Our EL teachers are seeing students in the classroom as well as pull out depending on the level of student need. Unfortunately, our access to outside resources entering our building was not allowed due to Covid concerns. We were able to reinstitute our second grade tutors with the University of Oklahoma Reading class. We also plan on hiring a tutor to assist with our Kindergarten classes on Fridays. She will work with students on early literacy skills.

**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.**

#### Section 5 Meets Expectations

To regularly monitor the implementation of our Title One Plan short term and long term goals the committee meets monthly. We have determined that to properly monitor the plan and make adjustments, three of these meetings (fall, winter, spring) need to have a focus on current student achievement and behavior. Because we are School Wide Title we believe more than just Title committee members are responsible for collecting out various data points for the 2021-2022 school year as well as the upcoming 22-23 school year. Our school Committees structure will link the data together ensuring all types of data are being reviewed and adjusted.

All committees will review and contribute to the goal setting process related to state testing. The Curriculum and Instruction Committee will be focusing this year on the current instructional strategies being used as well as formative classroom assessments. This committee with the involvement of staff needs assessment and testing data will focus on stages of development with writing..

Although we wanted our analysis of SHINE data to happen, due to covid concerns and weather delays for school, and our need to focus more on the curriculum gaps, changes in leadership of the SHINE committee we were not able to get enough data to truly analyze. We will monitor and analyze data regarding the points awarded to individuals and the areas of SHINE that are being awarded more often than others. All of the Committees will communicate and strategize together with the compiled data and individual committee analysis linking all of our data points together. Following this process, the Title One committee will make any required or desired revisions to the 2022-2023 School Year. Committee agendas and notes will be provided in our compliance online document folder.