



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-2024

DATE LAST REVIEWED
Date: 5/8/23

DISTRICT INFORMATION	
District Name:	Norman Public Schools
County/District Code:	129
Superintendent Name:	Dr. Nicholas Migliorino
Telephone:	405-366-5868
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SCHOOL INFORMATION	
School Name:	Alcott Middle School
School Site Code:	501
Principal Name:	Traci Kay
Telephone:	405-366-5845
Email address:	tkay@norman.k12.ok.us
School Poverty Rate	51%

INSTRUCTIONS
<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.



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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.

At Alcott Middle School, we have worked collaboratively with our PTA to increase our community and stakeholder involvement. We have encouraged parents to be in the school. A survey from the spring of 2019 indicated that parents did not feel welcome at Alcott. We have worked hard to offer ways for more parents to be involved. This was a challenge the last few years due to Covid-19. This year, we included things like offering a variety of options for PTA meetings (some at night and some during the day), we have allowed for parents to have more say in parent conferences with a variety of options like appointments, come and go, and both in-person and virtual options. We have also opened our doors to allowing parents to volunteer for things like the Book Fair, Watchful Wildcats/Recess Monitoring, and other events. We have had a few different academic events this year where we have showcased student work and allowed parents to come and hear student presentations. We also did a community fair where our 6th grade ELA team invited community members to be resources as part of a guided inquiry project. While we sometimes continue to struggle with parents who speak a language other than English, we have utilized tools with translation services and phone/computer applications to continue to increase communication.

We have found that utilizing our already established PTA has helped us ensure that our decisions and monitoring of our Title Plan reflect our school demographics.

At Alcott, we embrace the NPS mission to prepare and inspire all students to achieve their full potential. We have developed three Alcott virtues which are empathy, growth, and relationships. Our school-wide tenets include respect, responsibility, and safety. With all of these ideas, we believe that all students can be successful.

We purposefully put our school-wide plan in a digital format so that all parents are able to access it and translate it as needed. We also have hard copies available by request.

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 following section highlights the current data results yielded from the above-mentioned data sources:

Our MTSS process includes reviewing multiple data points for students to determine support needed. The data that is reviewed is, but not limited to: math and reading benchmarks and progress monitoring; attendance data, State Testing data, grades, identified IEP/504, Title I, Behavior referrals, and statistical data from Imagine Math. We meet regularly to discuss high-risk students in both academics and behavior based on the data listed above. Meetings include, Admin team, Grade-level Collaboration, Department Collaboration, and school leadership teams like MTSS.

OSTP Overview from 2022:

6th ELA	33 Proficient or Advanced
6th Math	28 Proficient or Advanced
7th ELA	33 Proficient or Advanced
7th Math	22 Proficient or Advanced
8th ELA	31 Proficient or Advanced
8th Math	13 Proficient or Advanced

While overall, we have a lot of work to do ensuring learning, we were proud of some growth in a few of the areas like 7th grade ELA.

Our EL students scored significantly lower overall than our general education students. However, we made gains to move off of being an ATSI for the first time since 2019. Since we have the highest percentage of EL students in our district, we will continue to keep EL as a focus subgroup as we know we need to always be growing in this area.

Our average attendance for the 2022-2023 school year was 93%. We are continuing to look at strategies and ways to increase this as we know that being at school is really important.

Our climate survey for families had 78 responses. We would like to find ways to increase this. However, of the 78 responses, 62 responses indicated that their student(s) felt belonging at Alcott. This among other categories like our staff caring about our students and having high expectations for students were among some of the highest percentages of families who agree.

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.

Alcott Middle School will utilize the following strategies (goals) to upgrade the entire educational program in order to improve the achievement of the lowest performing students:

Goal 1: EL students will show academic growth and achievement at or above district average.

- Admin will sit down with EL staff, including the District EL coordinator, to discuss push-in schedules to make the most meaningful schedule for our students. We will monitor through our EL ACCESS test, grades, and OSTP scores.
- Create PD focused on strong Tier 1 strategies to benefit all students, but targeted to EL students.
- EL staff will meet regularly with core teachers during their PLC meetings to collaborate regarding EL academic growth and achievement.

Goal 2: Alcott staff will incorporate differentiation strategies to increase the percent of students at or above proficient on the Reading and Math OSTP and PSAT8.

- Work with all staff to build the PLC process at Alcott through weekly grade-level collaboration meetings, monthly department meetings, and bi-weekly faculty meetings.
- Provide staff with PD opportunities to strengthen differentiation strategies.
- Form a staff-wide committee to share and enhance our differentiation processes.
- Institute a guiding coalition of staff to continue to enhance and develop the PLC process.

Goal 3: We will work to create more opportunities for voice, engagement, and belonging for our students and staff.

- Provide opportunities for leadership within the staff through committees and professional development.
- Intentionally communicate vision, mission, virtues and SMART goals to families and other stakeholders.
- Continuously monitor and evaluate SMART goals and Title 1 plan with staff, families, and stakeholders.
- Create a committee of staff to create opportunities for belonging at Alcott Middle School.
- Celebrate diversity through having our equity staff champion lead our belonging committee. The belonging committee created celebrations through homeroom activities, bulletin boards, and other forms of communication like our newsletters and student announcements.

Goal 4: Alcott will increase opportunities for family and community involvement through both curricular and non-curricular events, activities, and opportunities.

- Create more school events and activities to connect with families and the greater community.
- Administer surveys for families and community partners following each school event/activity.
- Continue to increase readership of the Wildcat Weekly newsletter utilizing SMORE by posting the link on social media and texting info on School Status including options of language translation.
- Increase parental awareness and understanding of school goals and expectations.

Students have access to:

- Guaranteed and viable curriculum with increased focus on the PLC process for teachers (all students receive required instructional minutes/access to core instruction).
- MTSS and restorative practices, including access to mentoring, interventions, and counseling
- Remediation during the school day. We have a Remediation Specialist who will focus on building a literacy remediation process for our school.
- Transition strategies are implemented to support students during transitional times including moving into 6th grade and moving up to high school. .

Alcott is focusing on strategies to recruit and retain effective teachers like the following:

- Administration and other staff attending career fairs to recruit a variety of applications
- Hosting practicum and intern students
- A focus on collaboration through strategies like PLC, additional collaboration days as needed
- A focus on growth and learning by encouraging our teachers to attend conferences and Professional Development, and offering opportunities within our staff to learn through in-house PD and book studies
- Shared decision making and leadership
- Mentoring and new to Alcott/teaching meetings/groups
- Teachers develop growth plans with ongoing feedback
- A focus on building a staff community that has trust, collaboration, and celebrates successes

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
NPSF Grants	

Alcott will meet the academic needs of our students by implementing instructional strategies from classroom teachers as well as other specialists throughout the building. Instructional materials, support programs, and human resources will be provided by various resources including funds from Title I, PTA, Norman Public Schools Foundation grants and our site allocation budget. These financial resources will be combined together with support of volunteers from PTA and other community partnerships.

The master schedule for the 2023-2024 school year will reflect a Tier 2 intervention period 4 days a week. The Title I program focuses on the improvement of academics of underprivileged students in our building. Title I funds will be used to provide a full time Remediation Interventionist to work with identified students. The interventionist will also be a resource for staff members.

Communication with parents will be a focus as we familiarize parents with the PLC process. Collaboration with PTA will exist to plan and provide family fun events like Family Fun Night. We will promote attendance at school wide events by providing opportunities for students to interact with families to showcase learning.

5. Evaluation and Plan Revision
<input checked="" type="checkbox"/> 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.

Alcott leadership and other stakeholders will annually evaluate the implementation of, and results achieved by, Alcott's Title 1 Schoolwide program by the following measures: *District Support: Fall & Spring Data Meetings at the district level, including writing a site smart plan targeting needs, Leadership growth goal setting and performance evaluation, LEA provides some data sources to help analyze performance (ad hocs in IC, chronic absenteeism, OSTP data). *As part of our monitoring and revision of the title plan, the following multiple types of data are regularly analyzed through several structures (Title Plan Review meetings, PLC's, Leadership, and MTSS meetings) and necessary adjustments are made to increase student learning (reteaching, intervention, enrichment, revised strategies). Performance data- progress monitoring data, OSTP assessment results, including subgroups, IEP progress, common assessments, formative assessments Non-Performance data- Attendance, chronic absenteeism, referrals Perception data- climate surveys, events feedback (See section 2 for additional for data sources) *Alcott leadership, staff, and stakeholders collaboratively analyze student evidence of learning (formative/summative assessments, OSTP results) and monitor student performance levels to identify gaps in instruction/curriculum, use the results to modify units of study, and re-teach as appropriate (occurs regularly for staff). Site leadership and staff utilizes processes that involve collaborative data analysis to look for patterns in student growth. Alcott will revise the Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title 1 Schoolwide program by the following measures: Alcott will engage in a review & evaluation process of the Title 1 schoolwide plan. This review process will include: Semester Title planning team meetings will be held with a focus on implementation and results review of the Title I Schoolwide Plan and budget allocation. The Title 1 planning team will consist of teachers, support staff, parents, and other relevant community partners. Title 1 schoolwide plan review & evaluation will be held in the fall and spring. Based on those reviews, Alcott will revise the Title 1 Schoolwide Plan, as necessary taking into account stakeholder input to ensure continuous improvement of students in the Title 1 Schoolwide Plan.



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