SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2022-2023	

DATE LAST REVIEWED	
Date: **6/15/22**	

DISTRICT INFORMATION	
District Name:	Norman Public Schools
County/District Code:	I29
Superintendent Name:	Dr. Nicholas Migliorino
Telephone:	405-366-5868
Email address:	nickm@norman.k12.ok.us

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	**52%**

INSTRUCTIONS
Each of the five sections of the plan is composed of three parts. ● 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.

Increasing family and community involvement at Alcott is vital to the growth of our school. From a few parent surveys that we did throughout the year, it was evident that this continues to be an area for growth.We also look at other data sources like attendance and participating in volunteer opportunities, parent conferences and other activities like Open House and other events.

In order to strengthen strong family and community involvement, Alcott made plans to implement these specific strategies based on the past Needs Assessment to increase family/community stakeholder involvement for the 2022-2023 school year.

-Administer semester surveys at minimum to gather feedback (staff/family/student climate survey, counselor needs assessment survey, and strategically work to increase responses with things like timing, incentives, and how the survey is distributed to families)

-continue use and approve upon communication strategies which include, but are not limited to weekly online newsletters (Smore), web-pages, emails, Infinite Campus, Canvas, School Status, PTA emails/facebook, Alcott Facebook and Instagram, marquee, phone calls, home visits, and parent face to face contacts- materials can be provided in other languages and interpreters are available for families, including two on staff

-work more closely with feeder schools to maintain parental involvement at the middle school level

-school staff provides updates of student academic, behavioral, and attendance information. Cumulative records are maintained. Technology resources (Infinite Campus, Google classroom, School Status, etc.) provide support for sustaining records.

-PTA increased efforts to grow membership and engagement

-increased opportunities for parent involvement during the school day (Backpack Club, Watchful Wildcat volunteers, mentors, etc.)

-work with staff to create a school vision that is communicated to families and based on the beliefs, values, and demographics of our school community.

-target chronic absenteeism and overall attendance by increasing communication and additional supports

-Celebrate successes, diversity, and positive imaging in our communications with our Equity Champion

Parent and community stakeholders are included as decision makers, including:

-Development and monitoring of the Title 1 schoolwide plan

-Annual Title 1 presentation

-Annual review of Parent Involvement Policy, School-Parent Compact

-Parents are invited to join committees/groups including Safe/Healthy/Fit School, PTA,, and future options are continually being explored

-Responsive to parent input and request for meetings above what is already in place

-Eliciting feedback in communications with parents and community

-Shared decision making occurs among staff

The school vision and mission for student success was collaboratively developed based on beliefs and values of the school community in the following ways:

-Continuing work involving creation of new updated vision and mission statement

-strategies to improve communication of vision and mission to parents and other stakeholders

-Continual assessment of data, feedback, etc. in regards to values and beliefs

-Intentional strategies to include groups that represent our most at-risk and underrepresented groups will continue to be explored

The Title 1 Schoolwide Plan and communications regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

-Continual work with the district to ensure parents can understand information and reports (hiring staff who can speak Spanish, providing options in home language, etc.)

-Access via technology or paper copies

For additional information regarding Alcott's family and community stakeholder involvement see the following:
- See Alcott School Parental Involvement/Engagement Policy
- See Alcott School-Parent Compact

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 outcomes of Alcott's Comprehensive Needs Assessment are outlined below:

Data Sources include the following:

> Performance Data- OSTP State Assessments, district benchmarks, FAST progress monitoring for students enrolled in Skills classes and identified as EL, ACCESS testing for EL students
>
> Non-Performance- attendance, demographics, referrals, Parent Teacher Conferences %, volunteer hours, views/usage #'s of site technology tools (Weekly newsletter (Smore), social media posts, etc.)
>
> Process Data- iObservation data, site plan collaboration and review, Tier 1:Universal SWPBIS Assessment
>
> Perception Data- Teacher surveys, Staff/Student/Parent Climate surveys, district staff development survey

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

State academic assessment data from the spring of 2021 indicates that overall in both math and reading our scores were low with pass rates of lower than 70%. Overall for all three grades, 60.6% of our students were basic or below basic in ELA. In math for all three grades, approximately 74% of our students were basic or below basic. To grow both of these areas, we will be working with our remediation specialist to target students who were below basic. Our past OSTP data also indicated our EL students needed additional targeted support and improvement (ATSI) in the following areas: Academic Achievement, Absenteeism, and Growth due to low performance on the OSTP.

Attendance data at Alcott has stayed relatively consistent around 93% for the last three years. Our ADA for the 21-22 school year was 92%. Overall, Alcott had approximately 62 students who were enrolled all year and classified as chronically absent- this number improved from last year (2020-2021) by approximately 20 students. Analysis of attendance data over the last few years shows our EL students are more likely to be chronically absent than other subgroups. This year, approximately 10% of our EL students were considered chronically absent.

Looking at discipline and infraction data, we had 92 students with infractions this school year. We had 25 students with three or more infractions. Most students were male. Students of color had higher percentages of infractions as a group. This is definitely something that needs to be addressed and we will continue to

work through this.

 In regards to parent communication and involvement, our weekly Smore newsletter average 700 views each week. In 2018-2019, only 15 parents participated in our climate survey, but this spring, we had 47 . While that number is not where we want it, we are glad to have had some improvement. Most of the responding parents felt like their input is valued at Alcott. We had over 600 conferences held with teachers during the fall of 2021, but there was only 1 conference with our EL teachers. Close to 100 adults volunteered to help in our building in some way this school year.

Alcott examines process data, including budgets, and schedule, through site processes such as PLCs, MTSS and leadership team meetings. Our PBIS assessment showed room for improvement in Tier 1 structures. We lack parent communication in this area and consistency in dealing with behavior.

In collaboration with stakeholders, the following priorities have been identified aligned to the Comprehensive Needs Assessment.
- Focused intervention for our EL students in the areas of academic achievement and absenteeism.
- School-wide professional learning and focus on effective Tier 1 instruction and support for both academics and behavior.
- Teacher teams working as a PLC in a continuous cycle of improvement focused on a viable curriculum, tiered instruction, and opportunities to enrich, intervene, or extend.
- Alcott will increase opportunities for family and community involvement through both curricular and non-curricular events, activities, and opportunities.

The evidence examined to show Alcott's Title Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, specifically those most at-risk are listed below.
- Performance data- OSTP assessment results per student analysis, IEP progress, Common assessments
- Non-Performance data- Attendance, chronic absenteeism, referrals
- Perception data- climate surveys

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 increase attendance, show academic growth and achievement at or above district average.

- We will run a monthly targeted absenteeism report. The admin team including the registrar and attendance secretary will reach out to students through the phone, School Status and attendance letters.
- 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.
- Utilize FAST progress monitoring for current 6th graders to determine specific areas of academic needs for all 6th grade students.
- 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 tier one instructional and literacy strategies to increase the percent of students at or above proficient on the OSTP and PSAT8.

- Work with all staff to build the PLC process and why at Alcott through weekly grade-level department meetings, monthly department meetings, and bi-weekly faculty meetings.
- Provide staff with PD opportunities to strengthen tier one instructional and literacy strategies.
- Document ways that literacy is incorporated into all of our classes.
- Start PLC team starting with department heads and other staff who have attended the PLC conference over the past two years.

Goal 3: A collective commitment to all students will be established through shared leadership and relationships by the end of the school year.

- Analyzing a variety of data points, working with staff to update SMART goals.
- 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.

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 follow-up surveys for families and community partners following each school event/activity.
- Analyze effectiveness of events and activities through involved staff members
- 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 recently hired 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.

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

Section 4: Coordination and Integration

Alcott leadership coordinates local, state, and federal resources and programs to support and enhance identified areas of need.

Alcott's funding sources and how they will be braided in the Title 1 Schoolwide plan are listed below. The coordination is based on the Common Needs Assessment and school priorities outlined in previous sections.

Fiscal Resources: Alcott has a site budget consisting of student activity and allocated funds. These funds are used to support the educational program. Alcott has an annual Title budget strategically utilized to support the Title Schoolwide Plan and comprehensive needs. Alcott is a part of the Parent Teacher Association and works to create opportunities to strengthen our programs to support students through allocation of funding for various purposes to support students in areas of learning socially and academically. The PTA supports students' needs financially, physically and any other need. The PTA also supports academics through providing meals at evening parent events, funding grants and classroom needs, and many other supports.

Human Resources: We have hired a new remediation specialist for the 2020-2021 school year. He will be creating a remediation plan and program based on student needs. We also have various community partnerships with OU that include mentors and testing support. We offer a variety of enrichment opportunities including field trips, after school clubs and other activities which are sponsored by staff members. Our School Resource Officer had a group of at-risk students who met at lunch that would focus on goal-setting and leadership skills. While our community partnerships were down with Covid, we had a lot of success with our Tier 2 remediation plan. Our remediation specialist worked with a team to meet with students who were struggling academically and on our eligibility list.

Time: District collaboration funds and Title funds are used to support on-going professional development and collaboration focused on SMART goals and Title plan. We have also created a master schedule that will allow teachers to have PLCs during their planning periods each week. We also provide teachers with the opportunity to observe other teachers at Alcott and throughout the district to better their practice.

Material Resources: Title 1 funds will be used to purchase materials and subscriptions like Nearpod support. Additional items will be purchased to support learning with the Title 1 budget like library books that celebrate diversity and are in other languages for our EL students. Our PTA funds also include things like teacher grants that support student learning. The Regional Food Bank in collaboration with a parent committee provides a Backpack Club/Food Pantry for at-risk students and the Assistance League of Norman

provides School Bell services to students. We also had parent and community members sponsor students anonymously during the holiday season to provide gifts to families in need.

Alcott will engage in a review process on the evaluation of Title 1 funds and resources. This review process will include:

- The Title 1 planning team will meet and then share last year's budget with the Leadership team. They will seek input from a variety of stakeholders on what the budget should be spent on for the current year based on our school wide plan.
- A Title 1 Review, including budget, will occur in the fall and the spring with the Title 1 team.

For additional information regarding resource allocation see the following:

- Alcott Title 1 Budget

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

Alcott leadership coordinates local, state, and federal resources and programs to support and enhance identified areas of need. Alcott's funding sources and how they will be braided in the Title 1 Schoolwide plan are listed below. The coordination is based on the Common Needs Assessment and school priorities outlined in previous sections. Fiscal Resources: Alcott has a site budget consisting of student activity and allocated funds. These funds are used to support the educational program. Alcott has an annual Title budget strategically utilized to support the Title Schoolwide Plan and comprehensive needs. Alcott is a part of the Parent Teacher Association and works to create opportunities to strengthen our programs to support students through allocation of funding for various purposes to support students in areas of learning socially and academically. The PTA supports students' needs financially, physically and any other need. The PTA also supports academics through providing meals at evening parent events, funding grants and classroom needs, and many other supports. Human Resources: We have hired a new remediation specialist for the 2020-2021 school year. He will be creating a remediation plan and program based on student needs. We also have various community partnerships with OU that include mentors and testing support. We offer a variety of enrichment opportunities including field trips, after school clubs and other activities which are sponsored by staff members. Our School Resource Officer had a group of at-risk students who met at lunch that would focus on goal-setting and leadership skills. While our community partnerships were down with Covid, we had a lot of success with our Tier 2 remediation plan. Our remediation specialist worked with a team to meet with students who were struggling academically and on our eligibility list. Time: District collaboration funds and Title funds are used to support on-going professional development and collaboration focused on SMART goals and Title plan. We have also created a master schedule that will allow teachers to have PLCs during their planning periods each week. We also provide teachers with the opportunity to observe other teachers at Alcott and throughout the district to better their practice. Material Resources: Title 1 funds will be used to purchase materials and subscriptions. Additional items will be purchased to support learning with the Title 1 budget like library books that celebrate diversity and are in other languages for our EL students. The Regional Food Bank in collaboration with a parent committee provides a Backpack Club/Food Pantry for at-risk students and the Assistance League of Norman provides School Bell services to students. We also had parent and community members sponsor students anonymously during the holiday season to provide gifts to families in need. Alcott will engage in a review process on the evaluation of Title 1 funds and resources. This review process will include: The Title 1 planning team will meet and then share last year's budget with the Leadership team. They will seek input from a variety of stakeholders on what the budget should be spent on for the current year based on our school wide plan. A Title 1 Review, including budget, will occur in the fall and the spring with the Title 1 team. For additional information regarding resource allocation see the following: Alcott Title 1 Budget

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.

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.