



SCHOOLWIDE PLAN

Every Student Succeeds Act, Section 1114

School Year: 2022-23

DATE LAST REVIEWED

Date: 5/16/2022

DISTRICT INFORMATION	
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District Name:	Norman Public Schools
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County/District Code:	129
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Superintendent Name:	Dr. Nicholas Migliorino
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Telephone:	405-366-5868
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Email address:	nickm@norman.k12.ok.us
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SCHOOL INFORMATION	
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School Name:	Dimensions Elementary
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School Site Code:	170
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Principal Name:	Linda Mace
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Telephone:	405-366-0545
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Email address:	lindab@norman.k12.ok.us
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School Poverty Rate	64.34%
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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.

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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

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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.

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

We are an Alternative School in the Norman Public Schools and have the opportunity to serve students K-8 from all our elementary and middle schools. Therefore, our vision at Dimensions Academy 170 is: Connecting students to their future; Restoring hope. This connects to our Districts Mission to prepare and inspire all students to achieve their full potential. Additionally, we expect to follow the core values of our district: Integrity - Integrity is the cornerstone of everything we do. Inclusiveness - We positively affirm the unique identity of every individual. Collaboration - We collaborate with internal and external stakeholders to maximize our shared knowledge and resources to bring greater value to our students, staff and stakeholders. Optimism - We aspire to maintain a positive attitude and expect the best possible outcome in every situation.

With the vision, mission and core values in mind we utilize stakeholders from our community, involve our families, Dimensions staff, and students when making decisions for our school and development of our School wide Title I plan. This group of people represent is present all of our demographics. We meet as a committee at least 2 times per school year. All documents for Title I are accessible in any language.

All our students are considered significantly at-risk for poor academic performance based on data provided through assessments, observations, regular school site data and ACEs scoring due to their lack of social, emotional and academic behavior skill development. Communication is key to supporting the student and their family in the process of restoring balance when they are significantly at-risk for poor academic performance. To keep parents informed and involved in their students' educational achievement in the classroom and in their academic, social emotional behavior skills development a 10-day meeting structure is utilized. Every 10 school days a meeting is held to discuss the student's progress. This meeting can include any of the following:

Dimensions team members, parent/guardian, the regular school site team members that work with the student, any outside agency personnel the parent would like to invite, district level personnel, and any other resource appropriate to provide support to the student and family. Meetings are documented. The action steps and/or interventions determined at the previous 10 day meeting are reviewed. Their effectiveness is discussed, the team decides to maintain or adjust. There are specific questions asked at each meeting to address the whole child as part of the process used to support the student and family on the journey of developing the required academic, social and emotional behavior skills. Each member of the student's team brings data regarding behavior skills currently being monitored and academic progress. It is noted who is in attendance at each meeting, action steps recorded and it is noted who is responsible, as well as any changes to the current interventions.

Feedback and input from multiple sources is collected throughout the school year for the development and changes to the Title I plan. Feedback is gathered through parent surveys, staff surveys, surveys to schools sites, School wide Planning Team meetings, School Curriculum Advisory Meetings, Safe & Healthy Schools Team meetings, Trauma & Resilience Team, MTSS Team, PLCs, and Faculty meetings. These teams collaborate on all aspects of meeting the vision and goals of Dimensions Academy, as well as help make decisions that will impact student growth in all areas. We do have a strong focus on our significantly at-risk students and their needs being met at their regular school setting.

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.

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Demographics Data:

Female 5; White: 3; Black or African American: 1; American Indian: 1
Male 20; White: 9; Black of African American: 6; American Indian: 4; Hispanic: 1
Female: 20%; Male: 80%
White: 48%; African American: 28%; American Indian: 20%; Hispanic: 4%
64.34% Poverty Rate

Academic Data Sources:

FAST for Reading and Math with progress monitoring (BOY, MOY, EOY) provided by regular school site for K-5; classroom assessments (formative and summative), OSTP data, Infinite Campus course grades, past assessments, CogAT scores
18 of 25 (72%) currently enrolled have an IEP

Social, Emotional and Academic Behavior Skills Data Sources:

Suspensions, Behavior referrals, FBA/BIPs, Identified IEP/504, accommodations, Daily behavior monitoring/tracking by regular school site and Dimensions staff with identified social, emotional and academic behavior skills each student is learning to replace unwanted behaviors in the academic setting, Attendance, Counseling information (outside agencies), SEL Self- Assessments within SEL curriculum Why Try and Rhithm used to monitor students and staff,
Tier 3 identification made at the regular school site,

Chronic Absenteeism:

Elementary: 1 male, kindergarten
Middle School: 2 female, 8th grade; 2 male, 8th grade
80% of students attend 90%+ school days

15 Elementary students and **2 middle school students** displayed the social, emotional and academic behavior skills needed to transition to full-time enrollment at their regular school site.

We collaborate with community stakeholders to address the needs of our students and the needs of students at all the school sites in our school district. In addition to the individual student meetings, Dimensions team members visit all school sites to observe and support students. Due to the needs of our school sites with their Tier 3 student populations weekly meetings are held with the District Assistance Team (DAT) (Director of Special Services, Assistant Director of Special Services, Coordinator of Elementary Special Services and Associate Director of Alternative Education; Behavior Supports) to discuss strengths and needs of students with more emerging or intensive Tier 2 or 3 social emotional and academic behaviors to provide additional support. These meetings also involve families, school site teams, and/or other community members depending on the individual student need.

The significantly at-risk (Tier 3) students we serve have improved academic outcomes based on our Title I schoolwide plan and cycle of continuous improvement evidenced by their increase in attendance and increasing time at their regular school site to full-time as they secure the social, emotional and academic behaviors needed. Based on a multi-tiered system of support (MTSS), progress monitoring is a critical component and supported by our plan. Continuous data collection through progress monitoring allows us to determine any needed change,

increases usability, increase the efficiency of our MTSS. When students respond quickly to our plan and interventions, we are able to redirect our limited supports elsewhere as soon as appropriate.

575 student observations at regular school sites

126 10-day meetings

159 Reset Days

Communicating with regular school sites administrators and staff, parents, district staff and Dimensions Team members is critical to the success of each of students.

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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.

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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.

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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.

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We utilize the same curriculum provided by the district for our students. In addition, Really Great Reading is utilized for our students for reading instruction while at Dimensions. Really Great Reading's program is for emerging and beginning readers, is evidence based, teaches students the key skills they need to become efficient and accurate decoders, which ultimately leads to their success not only in word identification, but also in comprehending what they read. Students receive instruction in a classroom setting that emulates their regular school site with a teacher and access to a paraprofessional. Students' academic interventions are provided based on FAST data, formative assessments and summative assessments. Interventions are selected utilizing the resources available through FAST, Really Great Reading, and materials purchased with our Title I funds to address student specific skill needs. Social, emotional and academic behavior skill interventions are provided based on each student's needs as determined from data analysis. As a school community we utilize trauma-sensitive supports meshed in our MTSS. We have equity-focused social-emotional learning (SEL), restorative justice practices and positive behavior interventions and support (PBIS) strategies to create a warm and welcoming learning environment. Within the universal tier, we also easily integrate strategies and skills that promote wellness and positive life skills, which prevent or reduce mental health issues from developing. Research indicates a learning environment that communicates predictability and consistency for staff, students, and families helps to mitigate the impacts of trauma and chronic stress. At every level, this learning context messages, "You are safe and valued here." This is important because a safe and predictable environment allows our students to relax so that their brains and bodies can shift from a potential state of threat or alert into one that is able to reset and engage with learning. We call this "turning off their sensors". This foundational piece is required in order to provide interventions for students in the areas of social, emotional and academic behavior skills.

At Dimensions Classes are a lower ratio of student:staff in order to provide the additional assistance a student needs academically or behaviorally in a timely manner when they experience difficulty. Students are provided opportunities for their own outside agency counseling services to meet with them weekly while they are at Dimensions Academy. Special Education Services are provided to students who have an IEP or 504 and their accommodations are provided during the academic time. Students are provided a formal Behavior Intervention Plan that is written, implemented, and monitored for social, emotional and academic behaviors needed for the regular school setting.

Students are provided specific SEL lessons from Why Try curriculum and the SEL Counselor on staff. These lessons are provided weekly and are either small group or individual. In the classroom teachers use Second-Step Curriculum. While working with students to learn social and emotional behavior skills they are directly taught self-regulation, meditation, calming techniques and restorative practices. Zones of Regulation are taught to students when they are learning how to use the "calm down space" in the classroom so they can utilize this same strategy in their regular school setting classroom. Our process for student participation as a dually enrolled student starts at the regular school site with Dimensions Team members observing students in the regular school setting. We follow the district MTSS model for academics and behavior. Our focus is on the social, emotional and academic behavior skills for students in the regular school setting and research has shown this has a direct correlation on students' academic achievement. Students must receive interventions at the regular school site and complete their Tier 2 Site Team process before receiving the observation/selection of the Dimensions Academy team. The Tier 2 interventions need to be documented and indicate their ineffectiveness. Data is presented regarding these students designating them significantly at-risk (Tier 3) in the areas of social, emotional, and academic behavior skills. Also provided is information stating all other strategies and interventions the regular school setting has provided, with fidelity, have been ineffective. The observations by the Dimensions Team members are conducted to be additional data for analysis. Dimensions Team members use specific observation tools designed to capture antecedents, behavior and function so the team can analyze trends in antecedent and function of behavior data to best match a social, emotional behavior academic skill intervention aligned to the student's need. The data is used to determine if the "target behavior" is due to a missing skill that requires instruction to help build or if it is serving a purpose or fueled by motivation. Knowing this is essential to aligning an appropriate, research based intervention that's likely to help the student succeed.

Supports are tiered, however students are not. Research shows that social, emotional and academic behavior skills play a critical role in students' academic success therefore, our priority is securing these skills for our students. We can say that a student is exhibiting social, emotional and academic behavior skills competence when they are able to display certain skills with consistency that allow them to get along with adults and peers, navigate their classroom contexts, they are not displaying problematic behaviors such as externalizing behaviors (e.g., disruptive behavior, non-compliance, aggression) and have developed coping skills for any internalizing behaviors (e.g., depression, anxiety). All students have a plan outlining social, emotional and/or academic behavior skills they are developing. These plans are created from multiple data sources, monitored for progress and discussed at 10 day meetings. As progress is made by the student of exhibiting the appropriate social, emotional and behavioral academic skills at the regular school site as indicated by the daily behavior tracker their time is increased for that setting. Academic progress is also monitored at the same time. 45-60 days is the goal for students to complete the process of starting a Dimensions Plan for securing social, emotional and academic behavior skills and demonstrating mastery in the regular school setting with consistency as indicated by data.

Staff receive professional development with the Really Great Reading program in August to introduce them to this new reading program for our students. Several staff members attended LeTters Training either during the Summer offering or during the school year. Staff who teach in the Summer School program attend the reading curriculum training provided prior to the start of the Summer session. Content specific professional development was provided for staff in the middle school for the new curriculum. Site professional development was focused on the need of our school being that of making data-driven decisions. A book study project of "Crucial Conversations: Tools for Talking When Stakes are High" is scheduled for Dimensions Team members. A crucial conversation is a discussion between two or more people where stakes are high, opinions vary, and emotions run strong. When we face crucial conversations, we can do one of three things: We can avoid them, we can face them and handle them poorly, or we can face them and handle them well. These are the outcomes we expect from our book study: inclusion, trust and respect, responsibility, collaboration, communication, teamwork, and engagement.

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The district has a recruitment campaign each year for encouraging new and experienced teachers to come to our district. Throughout the school year the Dimensions Academy Elem staff goes into the various schools in our district to work with students and staff members. This gives us an opportunity to encourage others to teach at our building when there is an opening. As a new staff member to our building a mentor is assigned who is a veteran staff member. Weekly meetings are held with teachers to provide support quickly. This staff is a small staff, therefore needs can be met quickly.

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.

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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

The goal of supplemental funding is to focus on areas that will be improved in order to enhance student achievement. Such funding sources include Title I, RSA, Special Education, NPSF grants, and Indian Education. Students at Dimensions Academy focus on social, emotional, and academic behavior skills and reading and math skills. Meets Expectations: 1. Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes: In order to support our goal of improving student outcomes we leverage our resources towards equipment, materials, and training needed to compile and analyze student social, emotional and academic behavior skills and academic achievement data to monitor progress, collaborate with the regular school setting and drive decision making. Additionally, funding is utilized for Summer School staffing and supplies, including field trips for a Summer School class specifically for Dimensions students. 2. Leverages funding streams to connect the reform strategies developed: Funding streams are utilized to support the MTSS framework comprised of four essential components: screening, progress monitoring, multi-level prevention system, and data-based decision that Dimensions Academy utilized for their process to support students in their academic progress and their development of social, emotional and academic behavior skills needed for regulation and success in the regular school setting. The MTSS framework allows for early identification of students with social, emotional, and academic behavior skills and provides a tiered response based on the student's needs. 3. Outlines how the school will meet the intents and purposes of each funding source: Donations are provided by local PTAs, community partners and NPSF grants. These donations provide opportunities for field trips to practice social skills, explore learning to support educational and social needs of students. The grants are awarded for specific items the teachers have requested in their grant application. Teachers write the grants based on their classroom and student needs. 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: Purchase of SEL curriculum Rhithm and Why Try to improve students' nonacademic skills and social emotional learning; provide school climate interventions including, but not limited to, anti bullying strategies, positive behavior interventions and supports, restorative practices; professional development for trauma informed practices; reaching students of poverty; family literacy programs; devices and software for students to access digital learning materials and collaborate with peers and related training for educators, professional development for staff to improve their communication skills for collaborating with necessary team members for student success.

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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.

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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.

Dimensions Academy will continue to monitor and review the Title I Schoolwide Plan by assuring all decisions are based on what is best for ALL students. This is achieved by analyzing data through MTSS meetings, collaborating monthly regarding significantly at-risk student needs and weekly Faculty Meetings. We will continue to review and implement best practices for teaching and supporting these students through professional development and District Advisory. We gain input from all stakeholders through surveys, biweekly meetings and collaborating to make necessary adjustments to assure student learning is increasing and behavior regulation is increasing.

Staff will continue to analyze FAST data throughout the year to clearly know focus areas for academic instruction in Math and Reading. Formative and Summative data provided in the classroom and provided from the regular school site will also be utilized to monitor the students' progress as well. Each student's social, emotional, and academic behavior skills plan will be monitored and reviewed every other week to ensure student's are progressing in their acquisition of the skills they need to be successful in the regular school setting, increase their attendance and increase their time at the regular school setting.

At the beginning of the year a Title I Committee meeting will be scheduled to review documents, review each student's individual assessment data and to review the schedule of assessments and curriculum updates. At this meeting a Spring Meeting to update the team on student growth, any changes and to review/analyze FAST data will be scheduled. Additionally, an end of year (May or June) meeting will be scheduled to review and update Title I Schoolwide plan for the FY24.

With our book study of "Crucial Conversations" we will be able to utilize these skills in our 10-day meetings, communication with each other, Title I Committee meetings, and MTSS conversations regarding our significantly at-risk students.

The Site administrator will continue the monthly meetings with staff to discuss available data regarding student achievement, identify highest needs and provide collaboration time. Additionally, Site administrator will continue the weekly meetings with the community stakeholders who also work with significantly at-risk students and bring this information back to the Dimensions Team