



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-2024

DATE LAST REVIEWED

Date: May 16, 2023

DISTRICT INFORMATION

District Name:	Norman Public Schools
County/District Code:	I29
Superintendent Name:	Dr. Nicholas Migliorino
Telephone:	405-366-5868
Email address:	nickm@normanps.org

SCHOOL INFORMATION

School Name:	Eisenhower Elementary
School Site Code:	140
Principal Name:	Danielle Eikel
Telephone:	405-366-5879
Email address:	deikel@normanps.org
School Poverty Rate	55.35%

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
<ol style="list-style-type: none"> 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.
<p>Specific strategies are used to increase family and community stakeholder involvement.</p> <ul style="list-style-type: none"> •Use of surveys and increase communication to gather feedback •Communication strategies- newsletters, emails, Infinite Campus, School Status, Seesaw, PTA emails/social media, social media, drop off/pick up line, Thursday folders, phone calls, and parent face to face contacts. •Strategic planning with PTA to increase family engagement and event attendance. •School staff provides frequent, timely, and accurate updates of student academic, behavioral, and attendance information for parents. •Recruitment of volunteers & Partners in Education (Armstrong Bank, OU Athletics, Vision Martial Arts) •Partner with PTA for grants and resources to obtain learning materials to share with families for use in the home for at risk student groups <p>Partner with community groups on mentoring and providing tier 2-3 supports for at risk student groups</p> <p>Events/Activities include: Curriculum Night, Back to School Night, Family Picnic, Family Literacy Night, conferences, monthly PTA meetings, Ike-a-Thon, Watch DOGS, Book Fairs, Afternoon Adventures, music programs, Veteran's Day, Give Back Nights (Fall, Winter, Valentine's Parties, field trips, Volunteer Appreciation, workroom and classroom volunteer opportunities. Parents and community stakeholders who reflect the demographic composition of the school are included as decision makers in a broad spectrum of school decisions.</p> <p>Development and monitoring of the Title 1 Schoolwide Plan</p> <ul style="list-style-type: none"> •Annual Title 1 presentation •Annual Review of Parent Involvement Policy, School-Parent Compact, School-wide Plan •Parents are invited to join committees including Coffee with the Principal, Safe/Fit/Health Committee, MTSS, PTA, Title, Enrichment Planning •Eliciting feedback in regular communications to parents/community •Shared decision-making occurs among all staff <p>The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community.</p> <ul style="list-style-type: none"> •Parent, staff, student, community survey describing their ideal school, and core values •Parent/Community feedback provided during PBIS meetings •Continue to improve communications/visibility of vision/mission



•Focused strategies to include groups that represent most at-risk students and underrepresented will be explored

The Title I Schoolwide Plan is available in languages and formats accessible for every family and community stakeholder of the school. Access to the Eisenhower Elementary Title Plan is available via district and school websites in multiple languages and formats.

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.

Performance Data- OSTP, FAST reading/math benchmark data, FAST progress monitoring, Lexia. Non-Performance-attendance, demographics, behavior referrals, positive office referrals, Parent Teacher Conferences participation, volunteer hours, views/usage #'s of site technology tools (seesaw, smores, posts, etc.), health screenings. Process Data- iObservation data, site plan collaboration and review, Tier 1: Universal SWPBIS Assessment, Master schedule/Intervention schedule review, PLC process review, staff handbook revision, budget review. Perception Data- Climate surveys, PBIS surveys, event attendance/feedback surveys, district staff development survey.

<https://docs.google.com/presentation/d/1vtMdmvqgkZbf5uxoocvBXyWulHU8t9cidPy6rtEX0kw/edit?usp=sharing>

2019-2020 (*EOY data not available due to COVID)

Climate:

- Behavior Incidents- 233

2020-2021

Reading:

- OSTP- 62% of students proficient or above
- FAST Early Reading 50% of students met benchmark
- FAST aReading 68% of students met benchmark
- FAST CBM 55% of students met benchmark

Math:

- OSTP- 79% of students proficient or above
- FAST Early Math 49 % of students met benchmark
- FAST aMath 61% of students met benchmark

Climate:

- Behavior Incidents- 78
- Positive Office Referrals-114
- Attendance- 94%

2021-2022

Reading:

- OSTP- 39% of students proficient or above
- FAST Early Reading 51% of students met benchmark
- FAST aReading 72% of students met benchmark

Commented [1]: anything from section 2 should have a strategy in section 3
How are we monitoring progress school wide goals



Math:

- OSTP- 44% of students proficient or above
- FAST Early Math 49% of students met benchmark
- FAST aMath 70% of students met benchmark

Climate:

- Behavior Incidents- 81
- Positive Office Referrals-117
- Attendance- 92%

2022-2023

Reading:

- OSTP- % of students proficient or above
- FAST Early Reading 45.5% of students met benchmark
- FAST aReading 62% of students met benchmark

Math:

- OSTP- % of students proficient or above
- FAST Early Math 62% of students met benchmark
- FAST aMath 61% of students met benchmark

Climate:

- Behavior Incidents- 41
- Positive Office Referrals-195
- Attendance- 92.87%

Priority areas for school wide plan include:

- continued teacher training in trauma
- positive behavior office referrals
- targeted reading/math intervention
- systematic phonemic awareness and phonics instruction
- school wide writing plan
- math fact fluency program

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.

Eisenhower will use the PLC process to collaboratively analyze assessment data, monitor student performance levels to identify gaps in instruction/curriculum, and provide intervention/enrichment as needed in order to improve the achievement of all students, including the lowest performing students. Strategies will be implemented through various collaborative structures: Teams (teacher, vertical, horizontal), faculty meetings, PLC's, leadership & PBIS teams and involve many different processes.

The following strategies will be implemented during the 2023-2024 school year and depending on strategy, will vary on timeline:

- Support will be provided for students experiencing difficulty mastering reading/math standards or in need of behavioral support through: Flexible skill groups, focused counseling small groups, outside mental health providers serving students within the school, partnership with Dimensions staff, mentoring services, full-day pre-k for early intervention and identification of needs, certified tutors, and the reading and math specialist.
- Criteria for student participation in tier 2 and 3 support services is outlined in the Behavior Matrix based on PBIS behavior expectations, Behavior Flow Chart, NPS "Multi-Tier Approach to Literacy/Math." This criteria includes 3 behavior submissions within one month for behavior support services and one year or more below level in reading or math. Ongoing progress monitoring will occur in these areas and data will be reviewed every three weeks.



- A range of extended learning opportunities within and beyond the school day and the school year are provided. These include before and after school enrichment clubs and academic tutoring, double and triple dipping, intervention/enrichment time built into the master schedule (WIN), enrichment activities intentionally planned throughout the year, NPS summer school, and RSA summer tutoring .
- Staff participate in a variety of professional development to improve instruction and use of data from academic assessments. Professional Learning occurs in the following areas: Lexia, trauma, PLC’s, phonemic skills/phonics skills, small group instruction, paraprofessional training, in addition to grade level specific areas of need and individual growth goals for teachers.
- In order to recruit and retain effective teachers, Eisenhower seeks candidates through career fairs and partnerships with OU for student interns and practicum students, focuses on staff climate/moral and teacher support, uses positive branding and “telling our story” in the community to promote our school, shared decision making processes, and provides peer collaboration/growth opportunities built into the school day. Teachers have support through new teacher liaison, mentor, teacher team, school staff, principal, and district support.

4. Coordination and Integration

- By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided. [ESSA, Section 1114b(5)]
- or
- By checking this box, the school principal certifies that, if State, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESSA, Section 1114b(7)(B)]

Meets Expectations

1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.



3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.



Addressing the above expectations, complete the table below. Then, describe in the box below the ways in which funds are to be braided the Title I schoolwide program.

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I Funds- Behavior Support Paraprofessional, Lexia, collaboration subs, PBIS materials	\$41,075
RSA Funds- tutoring, literacy intervention materials, manipulatives, classroom supplies	\$3,500
PTA Funds- Literacy Night, student enrichment opportunities	\$ 1,000
Title Funds- Reading Specialist	\$71,448.75

The following resources are leveraged to improve student outcomes at Eisenhower:

Human- Tutors provide literacy and math support to students in tier 2-3. Mentors and volunteers from the community and within Eisenhower support students with social and emotional needs.

Time- intervention time is built into the master schedule to provide opportunities for double and triple dipping as needed; flex grouping for intervention and enrichment for all students

Fiscal- Title and RSA funds are used to address student reading and behavior needs. Lexia, tutor salary, behavior supports, instructional materials (Really Great Reading) Various funding streams are utilized to connect the reform strategies developed in our plan and are braided into the Title I Schoolwide program at Eisenhower. RSA funds are used to address reading needs and learning gaps through instructional support and tutoring. PTA partnerships and community grants provide funds for enrichment (field trips, clubs, Fri-Yay), teacher stipends, and professional development funds. Student Allocation funds are used to fund substitutes so that teachers are able to participate in instructional rounds or peer observations, instructional materials, and PBIS materials.

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.

School leadership, including families and community stakeholders, regularly monitor and adjust implementation of the Title I Schoolwide Plan through district fall and spring data meetings to review/monitor site goals, ongoing leadership meetings, PTA review, school wide data analysis post benchmarks, and student data folders. Multiple types of data and necessary adjustments are made to increase student learning. Data analysis sessions are built into the school calendar for staff after each benchmark, ongoing behavior data, attendance data, and climate surveys are given throughout the year. Data is regularly analyzed to evaluate instructional practices, determine patterns of student achievement, and identify learning gaps in classrooms and across grade levels. Student achievement data is reviewed by the Eisenhower data team and presented to staff. Ongoing intervention meetings are held throughout the year to monitor progress. The PLC model is used across teacher teams. MTSS team members review and analyze behavior data and plan for student needs. The Title plan will be reviewed each semester for monitoring and adjustments to ensure continuous improvement.