



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-2024

DATE LAST REVIEWED
Date: 8/23/2023

DISTRICT INFORMATION	
District Name:	Norman Public Schools
County/District Code:	129
Superintendent Name:	Dr. Nicholas Migliorino
Telephone:	405-366-5868
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SCHOOL INFORMATION	
School Name:	Irving
School Site Code:	500
Principal Name:	Rachelle Roberts
Telephone:	405-366-5941
Email address:	racheller@normanps.org
School Poverty Rate	66%

INSTRUCTIONS
<p>Each of the five sections of the plan is composed of three parts.</p> <ul style="list-style-type: none"> • The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met. • The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under “Meets Expectations.” Corresponding points under the headings “Developing” and “Does Not Meet Expectations” are provided for the sake of clarity. • The third part is a text box where narrative answers are to be entered. There is no word or character limit.



OKLAHOMA
Education



1. Parent and Community Stakeholder Involvement

By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESSA, Section 1114(b)(2)]
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA, Section 1114(b)(4)]
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]

Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I schoolwide plan.
3. The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.



4. The Title I schoolwide plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.
4. The Title I schoolwide plan is posted in English on the school's website.

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

Increasing family and community involvement at Irving Middle School is vital to the growth of our school. From parent and teacher surveys done last year, it was evident that this continues to be an area for growth. The District, Irving Administration and other stakeholders reviewed elements of the Needs Assessment to address family and community stakeholder involvement including these data sources (climate surveys, attendance data, programs/technology tool usage/views, Family & Community Engagement, and school event/activity participation).

In order to facilitate and strengthen strong family and community involvement, Irving has identified and made plans to implement these specific strategies based on the Needs Assessment to increase family/community stakeholder involvement for the 2023-2024 school year.

- Administer surveys to gather feedback (climate survey, counselor needs assessment survey, event/activity surveys, identified specific questions to gauge level of engagement/involvement within surveys)
- Communication strategies include, but are not limited to an open-door policy, weekly Cougar Chat newsletters sent by email and text through Blackboard, Irving facebook/web-page, emails, Infinite Campus, School Status, NPS mobile school app, PTO emails/facebook, marquee, phone calls, home visits, and parent face to face contacts- materials can be provided in other languages and interpreters are available for families-efforts were made to increase parent portal accounts
- School staff provide frequent, timely, and accurate updates of student academic, behavioral, and attendance information. Cumulative records are maintained per child. Technology resources (Infinite Campus, Canvas, e-hall pass) provide support for sustaining an accurate student record system.
- Recruitment & support of volunteers & partners in Education through PTO
- Resources for home (connect families with public library for summer reading, technology if needed)
- Mentoring programs (local businesses, churches, Loveworks, SRO's)
- Events/Activities, some include: monthly PTO meetings, Back to School Night, EL Night, Literacy/Math Nights, Parent University Night, Learning and Creative Showcase evenings, Book Fairs
- Communicating standards/ access to OSDE parent guides

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, School-wide Plan
- Parents are invited to join committees including Safe/Fit/Health Committee, Citizens Advisory Council, MTSS, Counselor Advisory, PTO, Title, and future options are continually being explored based on needs
- Responsive to parent input and request for meetings above and beyond what is already in place
- Eliciting feedback in regular communications to parents/community ex. (Smores Cougar Chat newsletter)



- Shared decision making occurs among all staff, facilitated through our Leadership team

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

- Surveyed parents on describing their ideal school and quality instructional program
- Parent/Community feedback provided during various structures
- Continued work involving strategies to improve communications/visibility of vision/mission
- Continual assessment of positive feedback, survey results on strengths/needs of Irving
- Updated this year's school Mission and our school-wide tenets.

23-24 Updated Mission:

Irving Middle School will prepare all students for the future by providing a relevant and challenging curriculum in a safe and supportive environment in collaboration with the community.

ACADEMICS - CLIMATE/CULTURE - COMMUNITY

23-24 Updated Tenets: TRACKS

Trustworthy, Respectful, Actions, Collaboration, Kindness, Success

Cougars are trustworthy with respectful actions using collaboration and kindness to lead to success.

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.

- Irving works closely with the district to ensure parents can understand information and reports, examples include providing reports in their home language and providing interpreters.
- Irving currently has office staff who are fluent in Spanish.
- Access is also available via technology or in paper form.

For additional information regarding Irving Middle School family and community stakeholder involvement see the following:

- Irving School Parent Involvement/Engagement Policy
- Irving 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 following section highlights the our plan to address current data results yielded from the above-mentioned data sources:

- Refine our MTSS process to include reviewing multiple data points for students to determine support needed utilizing a program Domo (data experience platform), including, but not limited to: grade progress, behavior referrals, attendance. We will meet regularly to discuss high-risk students in both academics and behavior based on the data listed above. Meetings include, Admin team, Grade-level Collaboration, Department Collaboration, and school leadership teams.
- Data will be reviewed through NWEA benchmarks: math, reading, and science benchmarks and progress monitoring 3 times over the course of the school year. This will coincide with statistical data from Imagine Math and Lexia (ELA program).
- Additional/ongoing data: State Testing data, identified IEP/504, Title I.

Explanation of School Designation for CSI:

- For the past 4 years Irving was designated ATSI (Additional Targeted Support and Improvement)
- OSTP (Oklahoma School Testing Program) scores improved in the subgroups of EL and Hispanic.
- The subgroups did not improve enough to remove Irving's designation status of ATSI. We have now moved to a designation of CSI (Comprehensive Support and Improvement). We are working to improve scores in the two subgroups of Black and all Special Education groups.
- We are designated CSI for three years, regardless of yearly progress and current scores.

Course of Action for CSI:

- The State Department of Education has assigned us a Support School Specialist that will be working with Irving to help guide us through the process of creating a Continuous Improvement Plan (CIP).
- A team of Irving teachers and district staff went to the regional planning meeting in July and began to look at results from the climate surveys completed by students and parents, discipline data, and student achievement data.
- We developed two SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) goals to help in the implementation of Irving's CIP:
 - SMART Goal #1: By May 2024, our school will reduce referrals by 25% with discipline referrals entered into Infinite Campus as evidence.
 - SMART Goal #2: By May 2024, our school will reduce the number of failing grades in all classes by 25% with Infinite Campus failing reports as evidence.



Fall 2022	Reading	Math
Advanced	35%	26%
Low Risk	25%	28%
Some Risk	19%	27%
High Risk	21%	19%
Winter 2023	Reading	Math
Advanced	32%	19%
Low Risk	26%	29%
Some Risk	17%	34%
High Risk	25%	18%
Spring 2023	Reading	Math
Advanced	25%	30%
Low Risk	22%	25%
Some Risk	21%	30%
High Risk	32%	15%

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 addresses 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.

Irving 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:

- SMART Goal #1: By May 2024, our school will reduce referrals by 25% with discipline referrals entered into Infinite Campus as evidence.
 - This will be addressed through consistent schoolwide procedures and expectations. IMS Behavior Program: Student Behavior Matrix; Step Plans (behaviors, cell phone, tardies); MTSS-Student Support team
- SMART Goal #2: By May 2024, our school will reduce the number of failing grades in all classes by 25% with Infinite Campus failing reports as evidence.
 - This will be addressed through consistent schoolwide implementation of district curriculum and state standards. Through PLC time with PLT weekly, plus with curriculum directors monthly: Standard based Lesson Plans monitored by evaluating Admin; Master schedule built with Flex time; computer programs:NWEA, Lexia, Imagine Math; Weekly MTSS Data (Domo & e-hall pass).

School-wide Goals:

- Increasing Academic Success (teaching/learning cycle)
 - Focus of Improvement:
 - Implement CSI objectives & strategies;
 - Cross curricular - activities and connections with Library;
 - increase participation in High school credit programs through analyzing state testing, parent communication and teacher recommendations;
 - Increase reading and writing proficiency utilizing Reading Remediation Specialist, and data through Lexia program.
 - Increase student accountability with consistent MTSS progress monitoring; Admin will look at Domo data weekly and communicate with teachers to discuss interventions and communication with parents.
 - Support for students in the IEP/504 program; Resource teacher and Counselor grade progress report monitoring and communicating to parents bi-monthly.
 - Tier 2 intervention time (Flex) has been built into the schedule, therefore PD for teachers to utilize this Flex time for intervention and enrichment provided before school began.
- Improving Climate/Culture
 - Focus of Improvement:
 - TRACKS for all areas of the school; information provided to students through student handbook, intro slides at the beginning of school, and posted on teacher Canvas page for students and parents to see.
 - School-wide information communication with staff and students using the Imagenet program with TV's throughout the building, and social media for parents/community.



- Team building- Provide during before school PDSunshine Committee to see through the year;
 - Open communication with administration- Faculty, Leadership, Team and Committee meetings monthly, plus daily availability;
 - Uniform process and procedures school wide-TRACKS; Updated Behavior Matrix; Disciplinary Step Plan; PD provided to teachers and staff; PBIS system built by a committee consisting of teachers, admin, and students.
 - PLC Collaboration through PLC time with PLT weekly, plus with curriculum directors monthly
- Building Community Relations
 - Focus of Improvement: Partnerships with local community entities; Social Activities; Work hard to support all teachers and students; Student-led clubs; Community outreach; Staff and family gatherings. Administration has met with local businesses wanting to partner and participate in school-wide improvements.
 - Irving will be celebrating their 50th Anniversary this school year, therefore will be sponsored by PTO and local businesses, and planned by a committee.

Students have access to:

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

Irving 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 Irving/teaching meetings/groups
- Teachers develop growth plans with ongoing feedback
- A focus on building a staff community that has trust, collaboration, and celebrates successes



4. Coordination and Integration
<input checked="" type="checkbox"/> 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 <input type="checkbox"/> 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
<ol style="list-style-type: none">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. 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
<ol style="list-style-type: none">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
<ol style="list-style-type: none">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
PTO - new teacher funding, 50th anniversary	\$500
NPSFA Grants	per teacher application granted

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

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

Communication with parents will be a focus as we familiarize parents with the PLC process. Collaboration with PTA will exist to plan and provide family interactive events like Literacy, Math, Showcase Nights. We will promote attendance at school wide events by providing opportunities for students to interact with families to showcase learning.

5. Evaluation and Plan Revision

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.

Irving leadership and other stakeholders will annually evaluate the implementation of, and results achieved by, Irving'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, PLCs, 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)
- Irving's 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.
- Irving 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: Irving 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, Irving 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.