



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2022-2023

DATE LAST REVIEWED
Date: 6/3/2022

DISTRICT INFORMATION	
District Name:	Norman Public Schools
County/District Code:	129
Superintendent Name:	Dr. Nicholas Migliorino
Telephone:	405-366-5868
Email address:	nickm@norman.k12.ok.us

SCHOOL INFORMATION	
School Name:	Irving
School Site Code:	500
Principal Name:	Jonathan Atchley
Telephone:	405-366-5941
Email address:	atchleyj@norman.k12.ok.us
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.

Family and community involvement was done through Cougar Blasts, which are weekly emails that were sent out to parents, with notifications about classes. In that, families were made aware as to events happening in and around the school, as well as vital pieces to the school curriculum, with connections made to Canvas, the students' daily mode for tracking assignments.

Finally, the school social media pages were used to interact with parents by means of Facebook. Families were engaged in the school through the PTO as well, which also maintained a Facebook page, as well as sending out weekly newsletters to better phase engagement. Further, the school sought to engage the public by requesting families of transfer students engage more readily in the process of school.

Reminders were sent about PTO meetings, as parents were encouraged to engage in PTO weekly sales, to better support the organization, as well as the school community. Blackboard was the final mode of communication with parents. It is a mass communication system used to send email reminders, along with push notifications and text message reminders.



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.

On May 10th, ELA and math benchmarks were issued to students. Following that, on May 15th, benchmark data was aggregated, analyzed and disseminated. Afterward, students were selected for individual and recurring support.

Math General (Fall)

376 out of 685 on track

124 out of 685 high risk

Math General (Winter)

349 out of 731 on track

143 out of 731 high risk

Math General (Spring)

296 out of 599* on track

131 out of 599* high risk

Reading (Fall)

418 out of 686 on track

102 out of 686 high risk

Reading (Winter)

433 out of 723 on track

149 out of 723 high risk

Reading (Winter)

378 out of 624 on track

108 out of 624 high risk



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.

Student needs: In general, students at Irving Middle School needed to be in an environment that made them feel safe and one in which people cared. Further, this environment should also provide meaningful instruction that seeks to meet their individual needs. Finally, it was the need of the students that their teachers, counselors, and administrators met to share ideas on how to more collectively take care of their holistic needs. As a result, this team met twice a month to discuss such matters, and documented each meeting so decisions could be revisited and consistent.

Curriculum and Instruction: It was found that the need for teachers to collaboratively plan and share ideas was essential. As a result, time was created for teachers to do this in a "PLC" style format, alongside peers of a similar subject, during the school day. Further, they documented these meetings and were then able to revisit decisions made and ideas shared.

Professional Development: E-hall pass was also used for a second year, and professional learning was provided for that platform so teachers were appropriately made ready to use it. In general, it helped to keep students in class and learning. It allowed the administrative team to determine how many students could be out of class for different reasons at any given time. Also, it allowed the team to pull reports on student time out of class and further make decisions about maximizing learning time.

For students who tested below grade level in math and reading, a section of "skills" was created. Those students were taught with the facilitation of a teacher, math specialist, and reading specialist. Students needed to show adequate growth by two different weekly assessment data points to move up in the program, or graduate out. The Fast Bridge program was used for the skills courses, as well as Lexia. Therefore, where the previously mentioned set of data mentions graduates, those students are ones who met adequate progress and maintained grade level skills in reading, math, or where appropriate, both.



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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
https://docs.google.com/spreadsheets/d/1jLbkawKGGhUD7jZF6a0JkY0MtJukjuyPjqVoE7N2WiA/edit?usp=sharing	

Spending practices can be viewed here:

<https://docs.google.com/spreadsheets/d/1jLbkawKGGhUD7jZF6a0JkY0MtJukjuyPjqVoE7N2WiA/edit?usp=sharing>

Professional development was a major focus for the administrative team and was able to attend the Cooperative Council of School Administrators summer conference. Further, the principal and teachers were afforded the opportunity to attend the Oklahoma Middle Level Educators' Association annual conference. Therein, they were able to listen to Timothy Alexander, who the school later hired to speak to students and teachers. Also, as previously mentioned, professional learning was provided for Canvas, E-hall pass, Fast Bridge, and Lexia.

Mr. Alexander was able to attend the school in the spring semester and engage with students and teachers. His inspiring message of optimism was an excellent avenue to build culture and cohesiveness at the site.

In terms of behavioral goals and how those meet the current vision of the school, a restorative program was utilized with the overall goal to keep students in school, rather than send them home when poor decisions were made at school. Funds were used to hire teacher's assistants that would intervene in this process.



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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.

The learning management program is consistently evaluated on a monthly basis by teachers, a math and reading specialist, and administrators. As an example, the current plans for phonetic approaches can be found here: https://drive.google.com/file/d/1ol-_KQTRvM2leDZWZ3OliQmCbKpHDDe2/view. As previously stated, the goal is to help students achieve grade level status in reading and math by 8th grade. This has been and will continue to be the goal.

Further, the program is annually evaluated by central office personnel in a data presentation. Therein, the curriculum team, in partnership with executive directors, the special education department, and the assistant superintendent, all take part in the evaluation. As a result of that feedback and the aforementioned, changes are made when and where necessary. Finally, the title team meets monthly to evaluate the educational program, as well as spending practices, with teacher and parent input.

