



**SCHOOLWIDE PLAN**  
*Every Student Succeeds Act, Section 1114*

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| <b>School Year:</b> 2023-2024 |
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| DATE LAST REVIEWED      |
|-------------------------|
| <b>Date:</b> 08/10/2023 |

| DISTRICT INFORMATION         |                         |
|------------------------------|-------------------------|
| <b>District Name:</b>        | Norman Public Schools   |
| <b>County/District Code:</b> | 129                     |
| <b>Superintendent Name:</b>  | Dr. Nicholas Migliorino |
| <b>Telephone:</b>            | 405-366-5868            |
| <b>Email address:</b>        | nickm@normanps.org      |

| SCHOOL INFORMATION         |                       |
|----------------------------|-----------------------|
| <b>School Name:</b>        | Jackson Elementary    |
| <b>School Site Code:</b>   | 115                   |
| <b>Principal Name:</b>     | Gina Bolding          |
| <b>Telephone:</b>          | 405-366-5844          |
| <b>Email address:</b>      | gbolding@normanps.org |
| <b>School Poverty Rate</b> | <b>73.23%</b>         |

| INSTRUCTIONS   |
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| <p>Each of the five sections of the plan is composed of three parts.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The third part is a text box where narrative answers are to be entered. There is no word or character limit.</li> </ul> |



### 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.**

Jackson Elementary serves as the neighborhood school for approximately 400 students. This mission of Jackson Elementary is to prepare and inspire all students to achieve their full potential. Our motto is “All In”.

Working closely with our PTA, the principal and staff facilitate events for our families and community. This year we will hold family events which include our annual Tiger Trot, monthly PTA meetings, Family Reading Night, Curriculum Night, Family STEAM Night, Bicycle Rodeo, Parent/Teacher conferences and Walk and Bike to School Days. In addition, each grade level has a music performance throughout the year. Future parent/community events are determined with input from stakeholders in the monthly PTA meetings by teachers and parents.

Due to many of our families having limited access to the internet or access to devices, other than a phone, we hold enrollment days and evenings for school and summer school. We have devices for parents to use and provide staff and interpreters to assist parents if needed.

In order to meet the diverse needs of our non-English speaking families, we strive to provide communications in their native languages. This is done using School Status, Smore, Blackboard, phone Apps such as Google Translate and Say Hi, as well as translators.

**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.**

Based on our data from the FAST assessments and the OSTP, the 2023/2024 daily academic schedule for each grade level was adjusted to increase Tier I instruction given to all students. This allowed us to align intervention times assuring our students are receiving grade level instruction as well as specific and targeted intervention. In addition, through an analysis of the FAST data and the Oklahoma State Testing Program data the needs of our English Learner students who are identified as newcomers were not being met. As a result, a Newcomer Focused Literacy Class was developed. Using WIDA and FAST data students were leveled and placed into 4 classes. Those classes met each day for a 45 minute period and focused on basic literacy skills. Title I funds were used to purchase the *Really Great Reading* program that is used as a guiding curriculum for these classes.

FAST Data shows that our students made excellent growth last school year. In Math our 2nd through 5th grade data shows that 65% of our students demonstrated typical or aggressive growth as measured by the spring FAST Benchmark assessment. This is a gain of 3% compared to SY 21/22 data. In Literacy our 2nd - 5th grade data shows 71% of students demonstrated typical or aggressive growth as measured by the spring FAST Benchmark assessment. This is a gain of 7% compared to SY 21/22 data.

Our PK - 1st grade students showed that 44 % of students demonstrated typical to aggressive growth on the FAST Assessment for literacy, This is a gain of 12% from the SY 21/22 spring data. Kindergarten and First Grade Math FAST assessment shows that 81% of Jackson students showed typical to aggressive growth on the FAST Assessment. This is down 19 % as compared to SY 21/22 data.

Students across all grade levels are Progress Monitored during daily small group intervention times. The focus skills covered during this time are phonemic awareness, vocabulary comprehension, and phonics & fluency.

Behavior data indicates that additional support is needed school wide, but particularly in Pre-Kindergarten , Kindergarten, First, and Second Grades. As of 4/24/2023 there were 327 behavior referrals entered in Infinite campus. Of the behavior referrals submitted 258 or 78% were from grade Pre-Kindergarten - 2nd Grade.

As of April 24, 2023, Jackson Elementary has 402 students enrolled.

- We have 402 students enrolled at Jackson.
- We have an EL population of 42%
- We have 43 % Caucasian Students
- We have 32.8% Hispanic Students
- We have 6% African American Students
- We have 3.5% Native American Students
- We have 2.5% Asian
- We have 12.2% Multi-Racial Students
- We have a Special Education population of 18%.



### 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.**

Jackson teachers utilize the district curriculum by following curriculum maps and pacing guides for Reading and Math. Intervention meetings are held every 6 weeks to discuss specific students and overall Reading, Math and behavior data. During these meetings, interventions to help close gaps were discussed. Schoolwide benchmark data is discussed at a minimum of three times a school year at the end of each benchmark period. A student intervention tracking system was implemented during the 20/21 school year and continues to be used. Teachers use a variety of resources to help them differentiate instruction to meet the needs of their students.

SY22-23 there was a school wide focus on Writing instruction. Changes to the master schedule were made to ensure that each grade level has a set time block for Writing instruction. In addition to the Writing focus, we used PLC time so our teachers could discuss grade level standards. Another change to the master schedule included adding whole group instruction time blocks for Math and Reading instruction. During these times, all students were present in class for grade level instruction.

#### Professional Development

- Writing Instruction
- PLC: State Standards
- PLC at Work
- Homeless
- EL trainings
- PBIS
- Small group instruction
- Reading strategies for small groups
- SeeSaw training: used for student and family engagement

The School administration actively pursues highly effective teachers by attending career fairs in the local communities, communicating with district representatives and other principals to develop interview frameworks, and by using a team to interview qualified candidates based on work experience and certification.

SY23-24 will include a focus on Tier I routines and procedures using Conscious Discipline to support behaviors. We attended a one-day training for our entire staff to implement these practices. We will continue to collaborate with the other partner schools on implementing Conscious Discipline. We also purchased sensory tubs for each classroom to have for student needs or Calm Down Corner.



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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 |
|--|------------------|
| RSA Funds  | \$2,500          |
| PTA  | \$0              |
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Site administrators and teachers developed an intervention system for reading, math and behavior. Shared spreadsheets are maintained throughout the year so that movement of students can be tracked. Reading and Math interventions are discussed during intervention meetings that happen every six weeks. These meetings are led by our full time Title I reading interventionist Murray Henke and our ½ time Title I reading interventionist, Macey Stewart. Our ½ time math interventionist, Susan Buchanan, joins in these meetings. Our EL resource teachers are part of the intervention process as well. Our interventionists pull small groups of students each day to work on focus skills.

Intervention Materials Paid with Title I Money

- Monica Pedraza, ½ time tutor, has half of her salary paid through our Title budget
- Norman Parents as Teachers
- Really Great Reading curriculum purchased SY22-23 and any supplemental materials
- Instructional Tools such as Chart Tablets
- Decodable readers
- Assorted Reading games and Math manipulatives
- Sensory Tubs for Every Classrooms
- Sensory Tools for development of a sensory room

Intervention Materials Paid with RSA Funds

- Decodable Readers
- Heggerty Reading Materials
- UFLI supplemental 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.**

The Jackson Title 1 Committee 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 done through having an open door policy to all stakeholders to gain input, by analyzing data through PLC meetings, collaborating during monthly PTA meetings, weekly Faculty Meetings, and reviewing and implementing best practices by way of advisory meetings and district leadership Learning Communities.

Leadership teams will continue to analyze and monitor student data using benchmark and formative assessments, along with summative annual state indicators to determine if current strategies are effective. Teachers will continue with the PLC process and will collaborate with each other to select essential standards for each subject. Ongoing data analysis of student learning is conducted through professional learning communities that meet weekly to address learning and behavior concerns. In addition to classroom teachers, all of our auxiliary support teachers (i.e. Title 1 Reading, Title 1 Math, EL, Special Education, Gifted, and Activity Teachers ) meet with teacher teams to provide support and parental outreach. In addition, behavior data will continue to be monitored and MTSS will be implemented to provide additional behavioral support for all students. All staff will attend Conscious Discipline training and updates to school wide procedures will be implemented in order to address behavior concerns.

Site Administration meets with individual teachers to analyze classroom FAST data and discuss if adjustments need to be made to instructional practices both for whole group and small group instruction. These meetings are held at least 4 times a year.

Site administration made adjustments to the master schedule based on data. The intentional use of classroom time has helped to improve our overall growth on the FAST assessments. We are anxious to see improvements to our state testing data.