



**SCHOOL WIDE PLAN**  
*Every Student Succeeds Act, Section 1114*

<b>INSTRUCTIONS</b>
<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>
<p><b>School Year:</b> 2022-2023</p>

<b>DATE LAST REVIEWED</b>	
<b>Date:</b> May 13, 2022	
<b>DISTRICT INFORMATION</b>	
<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@norman.k12.ok.us
<b>SCHOOL INFORMATION</b>	
<b>School Name:</b>	Jefferson Elementary
<b>School Site Code:</b>	120
<b>Principal Name:</b>	Carla Atkinson
<b>Telephone:</b>	405-366-5889
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### 1. Parent and Community Stakeholder Involvement

By checking this box, the school principal certifies that:

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

#### Meets Expectations

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

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**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.

Community and parent stakeholders were integral to the development of the 2021-2022 Title I plan. Our mission and vision was made simple: Take students where they are academically and socially, execute plans on how to close all gaps with rich instruction, provide enrichment opportunities, and commit to a school-to-home connection in all ways possible. The initial plan was written in June of 2021. The committee met every other month to review and revise plans as needed. This 2022-2023 plan was developed in the same fashion with the same stakeholders. Our plan is to follow the every other month meeting cycle in the upcoming school year, as it fits the needs of our team.

Due to Public health concerns and restrictions, Parent Outreach plans were adjusted to ensure the safety of all. Our committee stakeholders decided as a team to put several school-wide outreach events on hold. One such hold was monthly morning meetings called Coffee With the Principal, a time dedicated to keeping families informed and involved. This will resume in 2022-2023. Other activities that were placed on hold for 2021-2022 (but will resume in 2022-2023) include: PTA hosted Family Night, Annual Family Picnic, and Pastries for Parents.

School-to-home communication and Family Outreach continued, however, through a monthly newsletter from the principal's desk, providing families with up-to-date information about opportunities to work within the school on a volunteer basis and ways to help students at home with curricular content. Classroom teachers, too, provided similar information. This will continue in the 2022-2023 school year.

Literacy outreach was provided by the Reading Interventionist and Title I reading tutors on a one-on-one basis. Infor

mation was shared on how to help struggling readers at home. In addition, our site Title I committee moved forward with a Reading and Math Night in the spring. During this parent outreach event, our school families participated in education centered around how to help their child with reading and math at home. Specific strategies were shared on how to interact with text while their children read. Data was shared on how many minutes per night of reading impacts students' reading achievement. Additionally, math games using dice and cards were shared, all focused on fact fluency. Data was shared on the importance of a strong number sense base, as this drives all future mathematic success and mastery. Title funds were used to purchase items that parents could take home and use with their child to enhance both reading and math skills.

For the 2022-2023 school year, the Title I committee is committed to providing more in-depth Parent Nights. A quarterly survey will be created to assist in understanding what our families need during these nights. This feedback will also aid our teachers and specialists in knowing what to provide parents through school-home communication. During our 2021-2022 Reading and Math Night, parents shared that ways to help students with math and reading homework, ways to work on targeted skills in math and reading, and ways to motivate their child in regard to school were topics

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they would like to explore. The surveys will assist in knowing the thoughts of all Jefferson families. Parent Nights will then be built around these needs. In addition, our Title I committee will partner with our site PTA to advertise parent events, as well as provide food and child care to boost attendance.

<b>2. Comprehensive Needs Assessment</b>
<input checked="" type="checkbox"/> 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)]
<b>Meets Expectations</b>
<ol style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>3. Examines student, teacher, school and community strengths and needs.</li> <li>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.</li> <li>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.</li> </ol>
<b>Developing</b>

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.

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**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 sub groups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the school-wide plan.**

A variety of data from performance, non-performance, and process sources was collected to help our Title I Team make informed decisions about the needs of our students, teachers, and families. Data and sources include: Fast benchmark data and progress monitoring data, common formative assessments from ELA and Math curricula, anecdotal data from families, teachers, students, and behavior data. The Title I Team met every other month during the 2021-2022 school year to analyze and discuss data to help make targeted, purposeful plans to meet the needs of all students. Benchmark assessments in both math and reading were given 3x/per year. Based on this data, interventions were discussed and changed to match the needs of all students. Once summative assessments are returned from OSTP for the 2021-2022 school year, our Title I team will gather to analyze and set goals for each student subgroup identified in 1111(c)(2) for the 2022-2023 school year.

**2021-2022 EOY FastBridge data was analyzed by the Intervention and Title I Team. Below are our findings :**

Though there was typical and aggressive reading growth across grade levels, our CBM Fast data suggests a need in 3rd and 4th grade for upper level word recognition work. This includes remedial phonics skills and specific instruction in morphology. Specific interventions will be designed in 2022-2023 to close this gap. Our FAST aReading suggests a need for further oral language development at all levels. Interventions will include modeling academic and social conversations, providing intentional read aloud that engage students and encourage authentic talk, use of questions, and

vocabulary usage. Student interventions will also include opportunities to experiment with language in structured and unstructured settings. Due to Covid interruptions in instruction over the last two years, this deficit is larger than in typical years.

Another goal for the 2022-2023 school year is for more targeted reading interventions. The Simple View of Reading paired with assessment data helps determine most accurate intervention needs. The big question driving intervention will be: is it an oral language need or word recognition need? The answer will drive the intervention for both teachers and interventionists. Strong automaticity in both is needed to acquire reading comprehension.

Based on our EOY literacy assessments:

Strengths	Needs
Identifying student needs Differentiating instruction for multi-level learners Inclusive whole group instruction	Instructional shifts in word and language skills that will impact high risk learners Uninterrupted academic year

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Now that teachers are comfortable with FastBridge and the reports it provides, progress monitoring will be another goal/focus in 2022-2023. In addition to analyzing and making instructional adjustments at each benchmark, teachers, Intervention Team, and Title Team will progress monitor the effectiveness of said reading interventions every 2-3 weeks. Teachers will adjust groups and interventions based on their findings.

Again this year, anecdotal data from parents showed that our parents and families are satisfied with their child’s school experience. A concern, however, is still the impact of student behavior on the classroom environment and delivery of instruction. During the 2021-2022 school year, our Title I Behavior Interventionist worked closely with teachers, students, and families when a behavior occurred. Together, analysis of the behavior took place through the use of a “Positive Behavior Worksheet.” This tool allowed the team to follow a research-based flow chart of interventions, ranging from Tier I interventions to Tier 3. This tool will continue to drive decision making in 2022-2023.

Anecdotal data from teachers and staff showed a continued struggle to provide high-quality, consistent instruction or interventions due to some extreme behaviors. Members of the Title I Team implemented training while the Behavior Interventionist resourced teachers on replacement behavior strategies, regulation strategies, and behavior management systems on an ongoing basis.

Behavioral and emotional supports will continue to be a focus for the 2022-2023 school year. Student anecdotal data shows that students feel safe at school and able to learn, though some expressed frustration with peer behavior in the classroom and other common areas (recess and PE specifically). The Behavior Interventionist and Counselor will continue providing social emotional supports and replacement behavior groups for all grades as part of our plan for 2022-2023. This year, our site was able to partner with Crossroads Youth and Family Services. Groups were formed and services were provided based on social-emotional needs determined by the classroom teacher and Counselor. We hope to continue this partnership in the coming 2022-2023 school year.

Based on comprehensive behavior data gathered through behavior communications and behavior referrals, it was found that though behavior replacement groups and supports aided in the decline of many behaviors, extreme behaviors were elevated with specific students in grades K and 3. The principal, Behavior Interventionist, counselor, and SPED specialists worked closely to identify the needs found here and to recruit additional interventions and supports. Our team will continue to implement strategies and interventions to address behavior needs and concerns, working closely with mental health providers and Alternative Education specialists to best take action. In addition, all faculty members will continue with trauma informed practices and strategies to help the social/emotional capacity of our students in all behavior tiers.

Based on the comprehensive needs gathered from all data sources, our Title 1 Team identified strengths and addressed needs and necessary action steps across all academic and behavioral/emotional realms. The primary system used to accomplish this step was following the PLC approach and making the Four Big Questions central to our discussion and action plan. These questions remain: Who *is* achieving mastery and how do we know; Who is *not* achieving mastery and how do we know?; *What* will we *do/change* to help those *not* achieving mastery? ; *What* will we do to *enrich/extend* those that are achieving mastery. We will continue to examine our plan to revisit what works and what needs adjustment. 2022-2023 site priorities and goals will be adjusted as needed upon review of OSTP data and its comparison to our benchmark analysis, focusing particularly on the data of those most at risk.

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<p><b>3. Schoolwide Plan Strategies</b></p> <p><input checked="" type="checkbox"/> 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).</p>
<p><b>Meets Expectations</b></p>

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the sub groups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and address the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

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### **Developing**

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the comprehensive needs assessment, and may result in limited improvements in student learning.
3. Additional on-going assistance is provided for students experiencing difficulty meeting State standards.
4. The school uses clear criteria and processes for addressing behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

### **Does Not Meet Expectations**

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the comprehensive needs assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student behavior problems.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

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**Addressing the above expectations, describe in the box below the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the comprehensive needs assessment and the site budget.**

Multiple learning opportunities were provided to all students (including each subgroup of students) to meet the challenging state academic standards. In addition, students were given enrichment opportunities in the classroom, as well as with our Gifted and Talented resource teacher. All interventions (both in the classroom and resource rooms) were created based on formative and summative data. FastBridge data guided all interventions and heavily influenced strategies used in whole group instruction to ensure all reading and math needs were met.

Based on the Needs Assessment of our school and our site goals, we knew that academic supports, as well as behavioral supports, were much needed to help learning outcomes of our students. We successfully implemented a MTSS (Multi Tiered Systems of Support) approach through which all practices and strategies were created and assessed. Academic strategies, interventions, behavior supports, trauma informed practices/supports, and overall discipline decisions were frequently assessed during grade level and resource PLCs. These PLCs occur every week, cycling through a reading, math, and behavior focus. Data based changes were made as needed and intervention decisions were made. This will continue in the 2022-2023 school year.

Reading tutors paid for with Title I funding met monthly to assess the effectiveness of interventions for our struggling students. Timely and effective assistance was provided for students in need of additional supports. One-on-one counseling, small group behavior groups with the counselor and/or behavior interventionist, replacement behavior groups with the behavior interventionist, small group reading and math intervention groups, and one-on-one reading and math recovery sessions took place as needed. Teachers, too, provided small group and one-on-one interventions to students struggling to meet mastery of standards. Our current school year data indicates that all of the above impacted student achievement and will continue to be our implementation plan for 2022-2023.

Through our MTSS model, common expectations have improved discipline, student engagement, and overall student performance. This model provides clear criteria and processes to prevent and address behavior problems and provide early intervention services. We continue to develop and implement Restorative Conversations in our classroom, counseling, and positive discipline interventions. Our belief is that it is vital not only to address current behaviors, but to change relationships and interactions between children and adults within our school community. During PLCs and weekly faculty meetings, we will continue to address Essential Standards within each grade level, adapting curriculum and common assessments to enhance and measure student growth. Work began in 2021-2022 on highlighting the ELA Essential Standards so that all teachers and interventionists were focused on the “what matters most” in each grade level. This work will continue in 2022-2023.

During grade level, resource, intervention, and team PLCs, Jefferson will continue to use the structure of MTSS to provide clear criteria and processes when making decisions regarding level and length of student participation in tiered supports. Data is analyzed and anecdotal evidence is discussed during each meeting to address the Big Four questions (discussed in Section 2) concerning student performance. In Reading, students are selected for skill groups based on their Fast score. If a learning need is evident, a student will receive intervention from the reading interventionist or certified tutor. Same applies in math, though student receives intervention from our Title 1 math intervention tutor. Behavior

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interventions occur as the needs arise. Teachers work with their grade level team, as well as the behavior interventionist and principal to create individualized behavior plans that meet specific student needs and target behaviors in need of correction. Changes are made as needed to all support plans and systems so that specialists and tutors can target specific needs of students for the amount of time needed. Groups are fluid based on student need.

Extended learning activities are offered during the school day. Due to Covid restrictions being lifted, we were able to offer before and after experiences as we have in past years. These included Botball, yearbook, and various STEM activities.

Professional development and PLCs involve all teachers, paraprofessionals, and other school personnel throughout the year that result in enriched instruction and increased skill in data driven decision making. This year, our District ELA Director provided professional development on FastBridge reports. What data do these reports give, what instructional decisions can be made based on our findings, and how can we use these reports to communicate with parents were all things discussed. For the 2022-2023 school year, we will continue to partner with our ELA Director to grow in knowledge and implementation of progress monitoring.

**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**

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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 through the Title I schoolwide program.**

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I Reading Tutors and Extended Hours for Reading Interventionist	\$23,838.30
Behavior Interventionist- .5 Title funds and .5 District funds	?
RSA Funds	\$3500
Parents as Teachers- .05% Title funds	\$1822.97

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Our 2022-2023 Title Budget was created to fund the means and measures which improve student outcomes. Our Title I team most often chooses people (teachers) over materials. In 2022-2023, we will continue to use Title Funds to hire (2) reading tutors to assist with the number of students needing reading intervention. We have allocated Title funds to increase the working hours of our part time Reading Interventionist. In doing so, she will have the opportunity to serve children for an extended amount of time, as well as attend PLC meetings with the reading intervention team. During the 2021-2022 school year, her commitment and participation in the MTSS model was paramount to the reading success of our most at risk students.

Based on the Needs Assessment of families, students, and staff, Title funds will continue to be used to fund a Behavioral Interventionist for the 2022-2023 school year. This role supports teachers and students with trauma informed strategies, as well as behavior replacement strategies. This role was instrumental in working with the principal and intervention team in monitoring MTSS, its effectiveness and areas needing improvement. Additionally, Title funds will be used to pay certified reading tutors. These Title I funded supports will allow us to keep a laser focus on our site goals and priorities and allow for targeted, data-driven interventions to be implemented as needed. Data analysis indicates the need for both, due to the connection between behavior, academic deficits, and the effects of the pandemic on consistent skill acquisition.

Other programs that provide assistance for our school and serve our students: Gifted and Talented; English Learners; Indian Education; IDEA: Special Education; Title IX; Parents as Teachers; Alternative Education. Our Gifted and Talented teacher will continue to provide enrichment opportunities as listed in Section 3 to students in need of acceleration. Our EL instructor provides interventions to our EL population, one of our subgroup historically at academic risk. Interventions were research based and implemented 3-4 times weekly. The EL instructor meets frequently with the Reading Interventionist to analyze how interventions impact growth on Fast assessments. Our site Indian Education teacher meets with our Indian student population twice weekly. The teacher meets with all interventionists as needed to help plan interventions, activities, and formative assessments. Similarly, Special Education teachers work closely with the intervention team to analyze data and then make changes to interventions and modifications for both the SPED classrooms and general education classrooms. Parents As Teachers supports our students and families before their school experience, providing developmental early intervention. Alternative Education supports Jefferson by providing PD on trauma informed strategies and interventions, as well as strategies for at risk learners. They provide on-site support, if needed, to work with Jefferson to provide an alternative schedule for students at an alternative site. Teachers are informed to the nature and purpose of all programs. They are also trained in how to utilize the services of all the above programs. During the 2021-2022 school year, the Assistant Director of Alternative Education and the Elementary Special Education Coordinator provided professional development on behavior data tracking and interventions. This partnership will continue in the coming year (22-23). In addition, the Title I team will conduct a book study on "Behavior Intervention Manual: Goals, Objectives and Intervention Strategies" by Samm N. House, a book designed to provide specific and researched-based behavior interventions.



**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.**

Jefferson's Title 1 Team met every other month to review and monitor the implementation of our Title 1 Plan. Initially, the goal was to meet monthly, but scheduling and off-site commitments of multiple members made this difficult. Title I meetings every other month will continue in 2022-2023

At each benchmark point, FAST data and behavior data was analyzed to determine changes that needed to be made with interventions or school-wide supports. We met our 2021-2022 goal of using a MTSS approach to meet the needs of all students. We collected and analyzed benchmark data and behavior data that aided us in making informed decisions. Our goal for the 2022-2023 is to continue with this whole child approach (MTSS) so that no gap is left within the success plan of a student's achievement, both academic and behavior. A specific goal will be to use progress monitoring data to assess intervention effectiveness *before* benchmark data. This will allow changes to be made in a more timely manner and more strategic intervention put into place.

Our current PLC cycle for reading, math, and behavior will continue in the coming school year. We accomplished our goal of each PLC communicating and designing an action plan that allowed us to link all data findings. This allowed us an opportunity to deeply diagnose a need or problem, analyze options, then move forward with a sound plan. Our PBIS team is an example of this success. Many students (on paper) presented as an academic concern, but upon further analysis, it was found to only be a symptom of a behavior concern. A plan was devised and implemented, and in certain cases, academics improved. The same is true for the opposite. In some cases, a student presented as needing behavior supports, but upon analysis, academic struggles was the catalyst for behavior elevation. Supports were put in place and behaviors decreased.

The Title I Committee will convene once OSTP data is returned. The data will be disaggregated and analyzed, allowing for subgroup strengths and areas needing support to be determined. In addition, OSTP data and FastBridge data will be compared as way to see if our formative assessments and interventions align with the summative outcome. Based on this, the team will then make changes or revisions to our 2022-2023 school-wide implementation plan of academic achievement, focusing on those needing the most support in reaching state standards.

