



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-2024

DATE LAST REVIEWED
Date: 5/15/2023

DISTRICT INFORMATION	
District Name:	Norman Public Schools
County/District Code:	I29
Superintendent Name:	Dr. Nicholas Migliorino
Telephone:	405-366-5868
Email address:	nickm@norman.k12.ok.us

SCHOOL INFORMATION	
School Name:	Kennedy Elementary
School Site Code:	122
Principal Name:	Amber Bui
Telephone:	405-366-5894
Email address:	abui@normanps.org
School Poverty Rate	93%

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.



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.

Kennedy is a Title 1 school that serves approximately 485 students. The population of students is quite diverse and is currently at a 93% free/reduced lunch rate.

Our school offers full-day pre-kindergarten and full-day kindergarten, first through fifth-grade classes, and mild/moderate resource rooms. Additional resources include our school counselor, reading remediation specialists, a math interventionists, a gifted program coordinator, a behavior interventionist, and a library media specialist. Our school district provides teachers for our Native American students and English Learners (EL). Kennedy's staff and teacher assistants are highly qualified and dedicated to student success in both the academic and affective domains.

As principal at Kennedy, we will be including our diverse parents and stakeholders in the decision making process and as well as monitoring our Title 1 Schoolwide Plan. We will gain feedback from a variety of sources such as parent/community, PTA, and Title 1 meetings, and staff meetings.

Vision: The mission of NPS is to prepare and inspire ALL students to achieve their full potential. Core Values: We are committed to achieving excellence through our core values of integrity, inclusiveness, collaboration and optimism.

Mission: Kennedy is committed to providing equal access and the ability for all students to thrive academically, socially, and emotionally by:

- Challenging our own learning and growth to provide quality instruction and curriculum reflecting the diverse needs of every student.
- Empowering students with the knowledge and skills necessary to contribute to the future with mutual respect and acceptance.
- Challenging our own practices by understanding how personal, cultural, and historic aspects of identity contribute to and enrich our school community.

The planning team, in conjunction with stakeholders of the school community, meet and communicate regarding the schoolwide Title I plan's development, and evaluation, and go through the revisions by the NPS Federal Programs Office if needed. The Title 1 Schoolwide Plan is then presented to parents, faculty, and community members via meetings as well as back to school night in the Fall. This information is also made available through the parent newsletter and district webpage.



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.

At Kennedy we look at multiple sources of student data to determine how we can help and support students to be successful. Data includes: Trauma Informed collaboration; FAST math and reading benchmarks and progress monitoring; School Status At Risk report: attendance data, State Testing data, Infinite Campus grades, identified IEP/504, Title I, Behavior referrals, CogAT scores; along with classroom grade level Standard Based formative assessments, curriculum unit assessments, and other curriculum data provided by teachers.

We have implemented an intervention process to look at various data points to determine if interventions are working based on data, treatment integrity, and growth. The data will support the need for additional targeted tutoring in reading and math and also interventions which focus on social-emotional development and mental health.

During the 22-23 school year we have added a part-time reading tutor and a part-time math tutor that do small groups with students that require some additional support in these areas. Students are pulled 4 times a week for 25 minutes. These additional support staff have brought added intervention to more students at Kennedy and are responsible for the additional academic growth in students in reading and math.

We have a full-time Behavior Interventionist position who works in conjunction with our alternative school, Dimensions Academy. He focuses on providing support for students who demonstrate Tier 2-3 behaviors. Our Behavior Interventionist has a caseload and provides detailed check-in/check-outs and social-emotional support and guidance related to student-specific goals. He works collaboratively with teachers and administration to monitor student data regarding progress on their individualized goals and adjust interventions accordingly.

Due to the high number of students needing additional interventions in the area of social-emotional learning, at the beginning of the 2023-2024 school year we will be implementing school wide Conscious Discipline at Kennedy. Conscious Discipline provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities. We will have an all day professional development before school starts to provide teachers with the support they will need to implement this in their classrooms from the beginning of the school year. This professional development will also be provided to our paraprofessionals.

Our demographic composition is as follows: White 43.58%, Hispanic 17.26%, Two or more races 17.68%, American Indian .3.58%, and Black 15.58%. We currently serve 37 EL students, 65 of our students qualify for Gifted and Talented (GT) services and 85 qualify for Special Education. 93% of our students qualify for free/reduced meals. We move progressively to build relationships with the new students through the use of restorative practices to help them feel safe in our building. Parents appreciate communication efforts (weekly Smore newsletters, texting through School Status, Class Dojo, and sharing progress through SeeSaw). The

most prevalent need consists of more youth mental health training and parent trauma information training, especially since COVID-19.

The first and second grade level teams implemented Heggerty phonics to address gaps in achievement during the 20-21 school year, specifically addressing phonemic awareness. The preK, kindergarten, and first grade teams taught structured phonics lessons through the Heggerty phonics curriculum, leading to a slight increase in early reading (K) and aReading (1st) benchmark scores within those grade levels. Our primary grade teams (1st/2nd grades) worked in conjunction to share resources to support phonics instruction through vertical collaboration. Our 21-22 math and reading FAST benchmark data showed flat growth from Fall to Spring within each grade level.

Based on current FAST data our 22-23 math and reading FAST benchmark data showed improved growth from Fall to Spring within each grade level. Kennedy's flat growth is lower than the district average. Kennedy's aggressive growth is higher than the district average. Our high risk students went from 41% in the fall down to 29% this spring.

During the 23-24 school year we will continue with our part-time reading and math tutors and our teachers will continue to work with a district instructional coach to use FAST data to design research-based small group interventions to support reading and math skills development. Small group instruction will be standards-based and will provide targeted instruction to meet the individual needs of students. Professional Learning Community (PLC) discussions will address specific needs of individual students to create multi-tiered interventions for academic and behavioral needs. Grade level teams will utilize FAST reports to analyze data to create a plan of monitoring progress to inform and drive instruction in math and reading.



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.

Support for our teaching staff in the form of job-embedded professional development is provided in culturally sensitive education, MTSS Strategies, and Trauma-Informed Practices throughout the year.

Strategies to Improve Behavior: Our PBIS committee is designed to add clarity to schoolwide expectations and celebrate when students meet these expectations. We will continue to do this through monthly meetings, data collection and review, professional development of teachers, and reteaching of replacement behaviors.

Due to the high number of students needing additional interventions in the area of social-emotional learning, at the beginning of the 2023-2024 school year we will be implementing school wide Conscious Discipline at Kennedy. Conscious Discipline provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities. We will have an all day professional development before school starts to provide teachers with the support they will need to implement this in their classrooms from the beginning of the school year.

Teachers actively teach strategies focusing on mindful practices as a way to de-escalate when students are highly angered or frustrated. Our school counselor and behavior interventionist are both active in this role. Our behavior interventionist also works with students by assigning them to check in/check out programs, which are mentorships between other staff and volunteers and students who are identified through teacher or parent referrals. Data is collected over time as to points that are earned for meeting their self-identified behavior goal for the week and celebrating successes.

Due to our slow growth of achievement we strive to implement goals and strategies to improve student achievement. We do this through teacher recruitment/retention and finding teachers who are a good fit for our school population. Teachers that understand the dynamics of our school and have a passion to serve with these things in mind are critically important, as well as recruiting teachers to more closely mirror our student population.

In order to improve attendance we monitored our data regularly. Parent phone calls were made monthly to students who were considered “at risk” with regard to excessive absences or tardies/early checkouts. By explaining to parents the number of instructional minutes missed, we were able to document our intervention. Additionally we worked with our district partners, Norman Parents as Teachers, which provides parents online resources and opportunities to participate in various events that will strengthen their parenting skills.

During the 23-24 school year we will be working to improve family engagement by continuing to research how to align our services to that of a Community School based model. A needs assessment was sent to parents in April 2023 to see what our community schools program should specifically target for our families. Our goal is that a community resource center will be developed in an effort to bring assistance and wrap around services to the families Kennedy serves.

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	\$3,500.00
Norman Parents as Teachers	\$2,681.10
Lexia annual license	\$11,900
Imagine Math grades 3 & 4	\$2,000
Reading Tutor	\$13,000
Reading Tutor Benefits	\$4,550
Math Tutor	\$13,000
Math Tutor Benefits	\$4,500

The Kennedy Elementary Title 1 budget values highly qualified and multi-leveled intervention. Staff members at Kennedy are trained in the Marzano Art and Science of Teaching protocol. Staff members coordinate the Backpack Food Program provided by the Regional Food Bank to ensure our students receive proper nutrition during time away from school. These programs are geared toward increasing academic achievement by supporting student needs.

Supplemental programs for Kennedy Elementary center on addressing the educational and social needs of those students in the population needing assistance to reach the performance target of state and national standards. The goal of supplemental programs is to focus on areas that will be improved in order to enhance student achievement. Such programs include Title 1 (Reading Remediation, Math Remediation, EL – English Learner, Behavior Intervention which focuses on social-emotional and mental health needs), Special Education, Indian Education, Reading Sufficiency, and Enrichment programs. In order to support this system, these funds will be spent on a part-time reading tutor, a full-time reading interventionist, one full-time math interventionist, a part-time math tutor, and one full-time behavior interventionist, as well as highly qualified Pre-Kindergarten teaching assistants to aid in providing interventions to bridge the gaps in learning at an early age.

Students in need of supplemental programs will be identified by using scores from benchmarks and common formative assessments which are given throughout the year, as well as a social-emotional screening. Our teachers, counselor, and behavior interventionist also collaborate with administration to identify students who would benefit from additional help. Highly qualified teachers will teach supplemental programs that focus on their area of expertise that are designed to meet the needs of these students.

Kennedy Elementary provides the following supplemental programs:
 PBIS: Schoolwide systems in place and monitored by way of referrals and fewer suspensions with a focus on restorative conversations, Schoolwide Common Area routines, and positive celebrations.
 Check-In/Check-Out behavior intervention systems: Student and adult mentors utilize a systematic approach with a focus on student centered and student initiated goals.
 Behavior Interventionist Services: The collaboration with Dimensions Academy has provided a behavior intervention paraprofessional to provide additional support for students who need Tier 2-3 services. Our Behavior Interventionist has a caseload and provides detailed check-in/check-outs and social-emotional support and guidance related to student-specific goals. They work collaboratively with teachers and

administration to monitor student data regarding progress on their individualized goals and adjust interventions accordingly. The presence of a Behavior Interventionist allows our team to be more proactive in addressing student needs.

Student Council: Student class representatives are selected from grades 4 & 5 and officers are selected from each of those grade levels.

School Bell: Teachers may refer students for this program that takes place once per semester. Our most needy students travel with our counselor to a separate location to “shop” for free clothes and other items that will help students feel better about themselves.

Backpack Food Program: We have partnered with Oklahoma Food Bank to support our students who likely would not have three meals a day on Saturday and Sunday. On Friday afternoon, the children are given nutritious food for the weekend in their backpacks.

Clothes Closet: Our counselor maintains a closet of donated items for any student who shows a need for clothes and shoes.

EL Program Integration: Kennedy’s EL teacher assists in the enrollment of non-english speaking students at the beginning of the year as well as during the year. The EL teacher tests all limited English proficiency students and facilitates interpretation for parent/school meetings [IEPs, intervention] as well as Parent/Teacher conferences for non-English speakers. The EL teacher facilitates translation of school notices, homework and letters sent home to non-English speaking parents and is always available to answer questions from non-English speaking parents. Our EL teacher serves on district and school wide committees and plans collaboratively with general education teachers.

Reading and Math Program Integration:

Reading interventionists (i.e., specialists, tutor) provide specialized instruction [individually or in small groups] for students needing assistance in reading. Kennedy’s interventionists administer reading assessments (through FAST) for students as needed, and provide differentiated reading instruction supports to classroom teachers to provide small group instruction at students’ instructional levels.

Reading and Math interventionists provide staff development for faculty regarding administering assessments and instruction and serve on district and school wide committees.

In addition to Title I programs listed above, additional support comes from the following sources:

Student Allocation: These funds are allocated to Kennedy on a yearly basis from our school district. The amount of funding is dependent on the student count dated October 1 of the school year. A portion of the funding is designated for special education and gifted education. The remainder is used for material and supplies to support student learning.

Student Activity: These funds are a result of any fundraising activities and donations at the school site that are approved by the Board of Education. The funds can be used at the principal's discretion to support student learning or classroom teacher needs.

Reading Sufficiency Funds: These monies are allocated from the State of Oklahoma for materials and supplies to improve student reading in grades K-3 for those students placed on an Individual Reading Plan.

PTA: These monies are generated by the Parent Teacher Association and are used for classroom teachers to purchase classroom supplies. Other uses for this money are to increase and update technology, support instruction and to bring in authors of children's literature.

Norman Parents as Teachers (NPAT) is also utilized throughout the district to aid in parent training and resources.



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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.

Kennedy 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 achieved by having an open door policy to all stakeholders to gain input, analyzing data through MTSS and PLC meetings, collaborating during monthly PTA meetings, organizing weekly faculty meetings, and reviewing and implementing best practices by way of advisory meetings and district leadership learning communities. We also gain input from all stakeholders through various staff, student, parent, and community member surveys and facilitate regular conversations with stakeholders. We also actively make necessary adjustments to assure student learning and progress by looking at all individual student data points as described in the MTSS and PLC process.

Shared leadership teams will continue to analyze data (e.g., benchmarks, classroom assessments, progress monitoring measures) throughout the year to establish focus areas. State assessment data will be reviewed when available in the summer. Teachers will continue with the PLC process and collaborate horizontally and vertically to discuss student assessments, interventions, and data.

Kennedy school administrators will schedule a Title I team meeting in the fall semester to review documents and review any assessment data, review the schedule of assessments and curriculum updates. We will schedule a spring meeting to update the team on student growth and analysis of FAST data and also review and update our Title I schoolwide plan. School administrators and the leadership team will work closely with the New Teacher Liaison and mentor teachers to offer support and to build trusting relationships with new teachers. Site administrators will meet regularly with grade level teams, specialists, and shared leadership teams to review available data in order to evaluate and determine where student achievement gaps may be and collaborate on ideas to improve instructional practices across classrooms, grade levels, and content areas. We will also invite curriculum coordinators to attend MTSS and PLC meetings and/or observe in classrooms in order to strategize with regard to improving instructional methods. Academically, our focus will be on literacy instruction and small group interventions. Kennedy has a master schedule which facilitates the collaborative provision of intervention and enrichment services for students. Through collaboration, regular monitoring of social-emotional functioning, and involvement from our counselor and behavior interventionist, we will also work to address mental health and/or trauma-related needs for students, families, and staff.