



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-2024

DATE LAST REVIEWED

Date: 5/16/23

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

SCHOOL INFORMATION	
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School Name:	Lakeview Elementary
School Site Code:	107
Principal Name:	Paula Palermo
Telephone:	405-366-5899
Email address:	paulap@normanps.org
School Poverty Rate	50.24%

INSTRUCTIONS

Each of the five sections of the plan is composed of three parts.

- 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.

Lakeview is located in rural Norman, OK near Lake Thunderbird. Many parents and grandparents of students were once students at Lakeview. Lakeview is a school with high parental attendance during events such as Back to School Night, Parent Teacher Conferences, Chat Night, along with PTA/School events such as STEAM Night. Our community has established close relationships with all stakeholders and students and parents trust our teachers. One of the many opportunities for our teachers and families to connect is during our weekly Live @ Lakeview Assembly. This fun environment is a great way to build relationships and culture in our school. Communication happens frequently and consistently in a variety of formats that best serve our families (SMORE Newsletter, Surveys, School Status Text messaging platform, SeeSaw, and Social Media).

Lakeview is planted in a beautiful setting with much wildlife and nature to enjoy on campus, making it even more special. This year we were able to watch five goslings hatch on our playground. Turtles and snakes are also a common annual interaction. Belonging to the Oklahoma A+ Schools Network, the faculty works diligently to integrate the arts and multiple intelligences into the daily learning experiences of our students. Using the district curriculum of Second Step and adding Responsive Classroom and PBIS practices ensure that academic and social emotional learning best practices are established and consistently reinforced.

This is the fifth year we have implemented Watch D.O.G.S. (Dad of Great Students), which has placed an adult male presence in the building, along with a sense of safety and security. Also, through PTA, parents and the larger school community contribute to the positive environment of Lakeview. We have a new mentorship program, BBBS (Big Brothers, Big Sisters) this year based on the large SEL needs of our most at-risk students.

Feedback and input from multiple sources is collected through parent surveys, Schoolwide Planning Teams, PTA meetings, School Curriculum Advisory meetings, Safe & Healthy Schools Team meetings, Trauma & Resilience Team discussions, MTSS Team meetings, PLCs, and Faculty meetings. These teams collaborate on all aspects of meeting the vision and goals and help determine decisions that will impact student growth in all areas.

The Title I Schoolwide Plan is discussed, posted and shared through meetings with the above listed stakeholders and is also shared on the District Website which has a translation option. The plan is also linked in Lakeview's newsletter communication which is provided through the use of the SMORE Newsletter application that has a translation option. The most used mode of communication is through School Status, an online messaging platform. School Status allows for the principal, teachers and office staff to send quick text messages via the parent preferred method which also has a translation feature. This platform provides a simple way to quickly communicate with ALL families and keeps a record of these communications.

Though we are a small community, teachers have many opportunities to attend meaningful professional development provided through our large district resources. Based on the needs of our staff and students, we continue to learn how to best serve our most vulnerable students by reviewing a variety of data points during our monthly MTSS team meetings and weekly PLC focus. Our school scores high on the OK A+ matrix for collaboration which is another data point we analyze.

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.

We are a very small school of approximately 200 students. Our benchmark data and previous state testing data indicate that our economically challenged students who are also identified with a learning disability have shown growth. And, especially if they have been attending our school for a period of time to receive academic and social emotional learning interventions. Our MTSS process includes reviewing multiple data points for students to determine which tier of support is needed. Data includes: Adverse Childhood Experiences (ACEs) scores- Trauma Informed collaboration; FAST math and reading benchmarks and progress monitoring; School Status At- Risk reports, attendance data, State Testing data, Infinite Campus grades, identified IEP/504 students, Title I, Behavior referrals, CogAT scores, classroom grade level Standard Based formative assessments, curriculum unit assessments, and other curriculum data provided by teachers. We have established a watch list for all intervention and enrichment needs, and we have a tracking system in place to determine if interventions are working based on data, treatment integrity, and growth. The data supports the need for additional targeted tutoring in reading and math. The team is currently exploring an appropriate ACE tracker to help keep us informed of our students with a trauma history, especially as concerns of the Covid-19 pandemic are also being considered as an indicator for learning gaps and additional trauma.

We are a very small predominantly white (70%) rural school with small racial and ethnic groups all in the single percentage digits. As a reference, our EL group consists of twelve EL students from nine families, and four of these families are in need of an interpreter/translation services. The students who show the least improvement at our site are those who have recently moved into our district this school year and/or who have moved in the previous year that are newly identified to be placed on an IEP. We progressively work to build relationships with our new students (as we do with all students) to help them feel safe in our building (PBIS). Our resource teachers work closely with classroom teachers and push into classrooms to help students succeed. Our resource teachers strive to build a really strong relationship with all students and families.

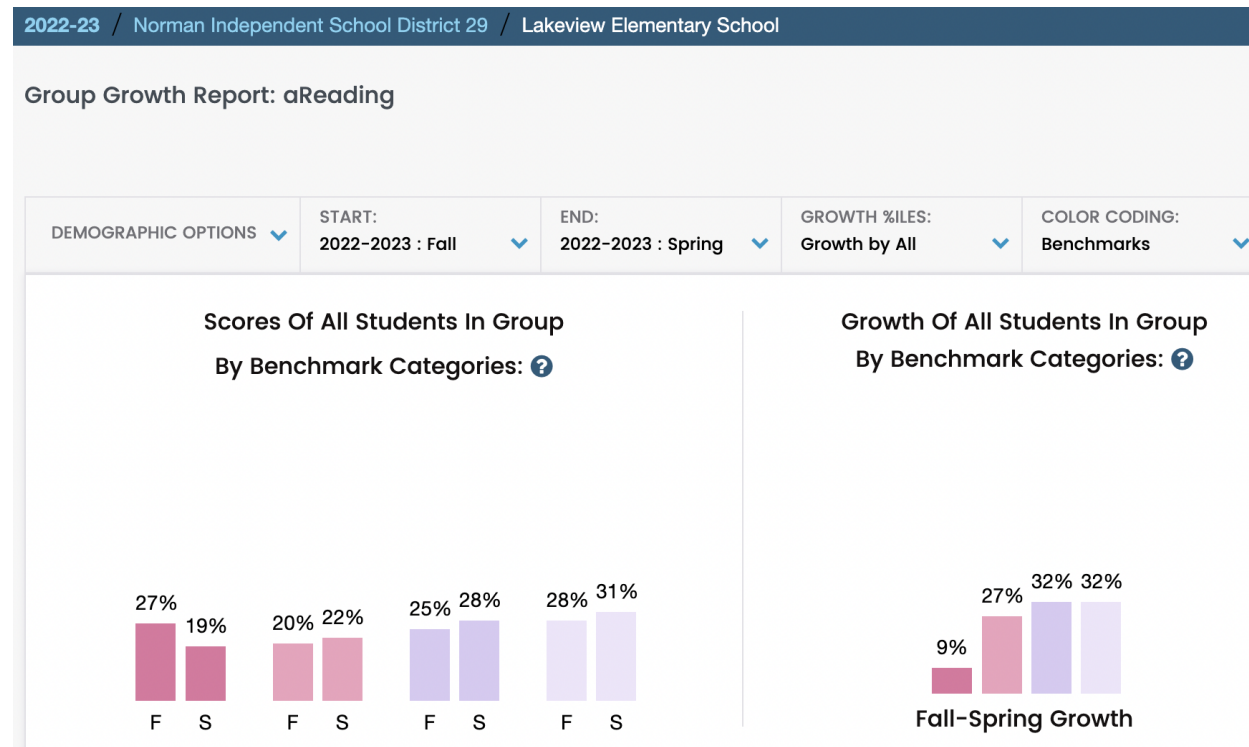
Based on climate survey data, our strengths include good relationships with each other, with our students, and with our families along with a collaborative school culture. Parents appreciate our involvement and our communication efforts through weekly assemblies, newsletters, and texts and/or emails through applications such as SeeSaw and School Status. Parents are also thankful that we have a full-time nurse at our site, especially due to our remote location, and throughout the pandemic. The most prevalent need consists of more youth mental health services and parent trauma-informed training. During distance learning, we learned that many more of our families had inadequate service that did not allow students to join virtual meetings.

Students who receive focused interventions have been growing and succeeding by steadily decreasing the learning gap, especially by the time they are in 4th and 5th grade. We celebrate student success in all areas

through PBIS recognitions, weekly VIP students, monthly Kiwanis Terrific Kids, and through spotlighting activities during our weekly student-led assemblies and our Spring student-led conferences.

FAST data showed growth from fall to winter (2023) and we began this school year knowing where our students left off in 2022. This year our teams have worked collaboratively through weekly meetings to focus on gathering formative data (whole class; large group; small group; individual) to help every child succeed and to verify that our teachers have provided the most appropriate interventions within the classroom. Teachers continued in our PLCs along with one reading and one math standard per quarter as our site worked through the process of effective and efficient PLCs. We will continue to identify the students who need targeted interventions or reteaching small groups based on our data.

aReading 1st - 5th grades:



Early Reading K-1st Grades:



2022-23 / Norman Independent School District 29 / Lakeview Elementary School

Group Growth Report: Early Reading English

DEMOGRAPHIC OPTIONS ▼

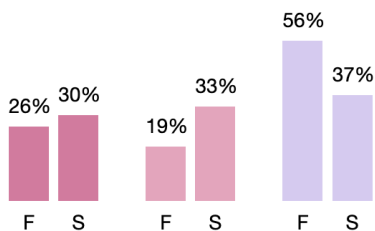
START:
2022-2023 : Fall ▼

END:
2022-2023 : Spring ▼

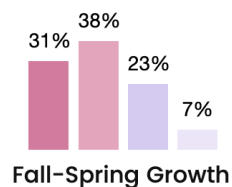
GROWTH %ILES:
Growth by All ▼

COLOR CODING:
Benchmarks ▼

Scores Of All Students In Group
By Benchmark Categories: ?



Growth Of All Students In Group
By Benchmark Categories: ?



aReading 4th Grade:

Group Growth Report: aReading

DEMOGRAPHIC OPTIONS ▼

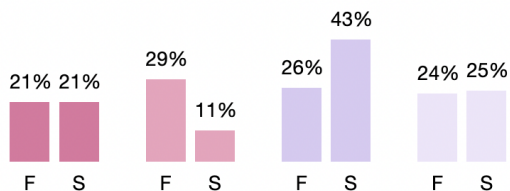
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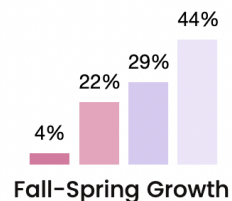
GROWTH %ILES:
Growth by All ▼

COLOR CODING:
Benchmarks ▼

Scores Of All Students In Group
By Benchmark Categories: ?



Growth Of All Students In Group
By Benchmark Categories: ?



aReading 5th Grade:



Group Growth Report: aReading

DEMOGRAPHIC OPTIONS ▼

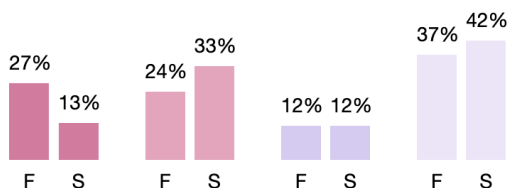
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2022-2023 : Spring ▼

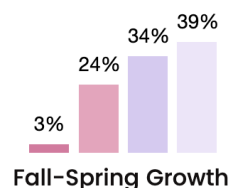
GROWTH %ILES:
Growth by All ▼

COLOR CODING:
Benchmarks ▼

Scores Of All Students In Group
By Benchmark Categories: ?



Growth Of All Students In Group
By Benchmark Categories: ?



aMath 2nd-5th:

Group Growth Report: aMath

DEMOGRAPHIC OPTIONS ▼

START:
2022-2023 : Fall ▼

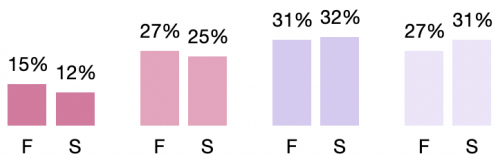
END:
2022-2023 : Spring ▼

GROWTH %ILES:
Growth by All ▼

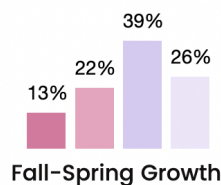
COLOR CODING:
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Scores Of All Students In Group
By Benchmark Categories: ?



Growth Of All Students In Group
By Benchmark Categories: ?



Early Math 1st Grade:



2022-23 / Norman Independent School District 29 / Lakeview Elementary School / 01

Group Growth Report: Early Math

DEMOGRAPHIC OPTIONS ▾

START:

2022-2023 : Fall ▾

END:

2022-2023 : Spring ▾

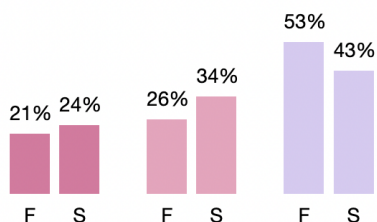
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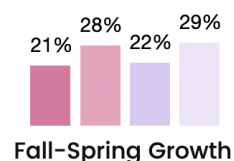
COLOR CODING:

Benchmarks ▾

Scores Of All Students In Group
By Benchmark Categories: ?



Growth Of All Students In Group
By Benchmark Categories: ?



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.

Norman Public Schools supports a balanced literacy approach to instruction encompassing reading, writing, speaking, listening, and visually representing. This is supported through a balance of individual, small group, and large group instruction and authentic experiences.

Lakeview students have access to instructional, independent, grade level, and above grade level text. Our library is the epicenter of our school and provides not only resources, but an inviting space for student collaboration.

Lakeview students have access to core instruction in **reading** (phonemic awareness, phonics, fluency, vocabulary, and comprehension), and **writing** (ideas and development, organization, voice, word choice, sentences and paragraphs, and language and conventions) through a variety of delivery systems (whole group, small group, shared, interactive, and independent).

The Intervention Process is fluid within the year and consistent from year to year. Students move fluidly among Tiers 1, 2, and 3. And, students who end the year in Tiers 2 and 3 also begin the following school year with the same services until data determines the need for a change. Students will remain on an Individual Reading Plan or Norman Reading Plan until they show at or above benchmark level for 3 assessment periods.

Students receive Tiers 1, 2, and 3 before being referred for Special Education testing.

Students receive data driven interventions for up to 6 weeks before a determination is made to move to another tier. Collaboration meetings with teachers and staff also continue to broaden the recommendation of students for Gifted and Talented.

Lakeview teachers utilize the district curriculum by following curriculum maps, pacing guides, and frequently collaborating with others. Assessments guide student learning and teaching instruction with a focus on chosen essential standards for interventions and enrichment. Enrichment and accelerated learning is captured for all students during Guided Inquiry Design (GID) lessons, through Student Choice Board opportunities, and classroom enrichment lessons. These GID and enrichment lessons are planned and taught with the classroom teacher, resource teacher, gifted teacher, and the school librarian to assure the needs of ALL students are considered.

As a school cannot intervene on everything, effective interventions and resource allocation will begin with identifying a limited, realistic number of absolutely essential academic skills and behaviors that all students must learn. We have begun the work on this vertically as a site by utilizing district resources (spreadsheet of standards). We expect to see significant improvements based on the data that measures these essential standards. This will not be the only academic skills and behaviors that our teachers will teach, but this will be the minimum that ALL students must learn in their grade per quarter. Measurements will be sustainable

as teachers work in PLCs to establish student needs. When/if a teacher struggles with a specific intervention, the MTSS team will assist in providing research-based intervention ideas to best help OUR students. The MTSS team will look vertically to plan meaningful schedules to help target students by need, and not by label (regular ed, special ed, EL, Title I, GT, etc).

Site Professional Development focus will continue with weekly Professional Learning Communities at Work by providing collaborative discussions among vertical and horizontal planning teams. The Leadership team will begin a book study, “It’s About Time - Planning Interventions and Extensions in Elementary School” by Austin Buffum and Mike Mattos. The goal of establishing a meaningful daily schedule to implement interventions and extensions based on a systematic focus on essential standards data (driving instruction) is to help ALL students master the identified essential standards. OKA+ Schools provides PD for teachers and our school leadership team is involved in the planning of professional development based on the needs of teachers. Teachers also work on their on-going personal growth by establishing their professional goals through the use of the Marzano Framework. The Trauma and Resilience Team will also continue to review processes to ensure teachers are well equipped with up-to-date resources to best help themselves (self care), and to best help all students and families.

The site administrator actively pursues highly effective teachers by attending career fairs in 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. Throughout the hiring process, professional and timely communication is the key. Recent newsletters are shared with prospective candidates to showcase how our students are excelling in their learning and how we demonstrate kindness through our small country school relationships with all stakeholders. With our small population, our community knows our families and everyone is very helpful and caring.

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
Title I	\$13,639
RSA Funds	\$8,833
Student allocation	\$3,237
PTA	\$3,500

Based on our tiered data, additional student support in reading is provided to students who meet the determined criteria. FAST supplements extended day support by providing district summer school for students who qualify. Our Leadership team reviews behavior data to provide social emotional learning support for students struggling with behaviors and/or students who have a trauma history. Outside community resources and interventions are discussed and outreach is provided as needed for our most at-risk students that include but are not limited to mentorships, individual and small group counseling, DHS, and Community Works. We will continue providing full day PreK to help students transition into Kindergarten with a deeper exposure to vocabulary and meaningful educational and social/emotional learning experiences. All of these programs are geared toward increasing academic achievement by supporting student needs.

Supplemental programs for Lakeview 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 Lab/Language Arts, Math Remediation, EL – English Learner), Special Education, Indian Education, Reading Sufficiency, and Enrichment programs. Students in need of supplemental programs will be identified by using scores from standardized tests that are given in the fall and throughout the year, as well as social-emotional screening. Counselors and teachers also recommend students who could benefit from additional mental health support. Highly qualified teachers will teach supplemental programs that focus on their area of expertise that are designed to meet the needs of these students.

Our many volunteers through OEC, OU, PTA, Watch D.O.G.S, and Lakeview Baptist Church not only help via their individual volunteer strengths, but serve as an integral piece of the common goal to meet the needs of our students. Our students receive additional enrichment opportunities through our various partners such as OU (STEAM Guided Inquiry Design), Junior Achievers (JA in a Day), OEC (STEAM and Science lessons), Pioneer Library (resources for families). The Lakeview Baptist Church donates snacks throughout the school year to help provide snacks for students during the school day. This year Lakeview parents have also been very generous in donating and snacks throughout the school year.

Improving Student Outcomes with supplemental programs:

PBIS: (Positive Behavioral Interventions and Supports) is implemented school-wide. School-wide systems and procedures are in place and are monitored by referrals with a focus on restorative conversations, school-wide common area routines, and positive celebrations. This practice has resulted in fewer suspensions.

PBIS Mentors: The Check-In/Check-Out (CICO) behavior intervention system is implemented when needed for individual students. Individual students are matched with an adult mentor to utilize a systematic approach for the CICO morning and afternoon plan. This plan focuses on two student centered and student initiated goals. (Purchase of CICO materials: notebooks, stickers)

Book Buddies: Primary classes are matched with upper grade level classes to serve as reading partners.

School Bell: Teachers refer students (they believe can benefit) to this program which takes place once per semester. Our disadvantaged students travel with our counselor to a separate location to shop for clothing, backpacks, shoes, a stuffed animal, and a book at no charge to the students.

Food for Kids Program: We have partnered with the Regional Food Bank of Oklahoma to support our students who likely would not have three meals daily over a weekend or over a longer school break period (Christmas, Spring Break, etc.). Our families in need are also able to receive breakfast and lunch at no charge throughout the summer months through NPS.

Student Council: Student class representatives are selected from grades 3-5 and specific officers are elected from each grade. This group meets weekly to learn about leadership and plan various school events and activities.

Funding supports come from the following sources: Fundraisers such as candy grams, pencil sales.

Student Allocation - These monies are allocated to Lakeview on a yearly basis from our school district. The amount of funding is dependent on the student count dated October 1 each school year. A portion of the funding is designated for special education and gifted education. We utilize funds to purchase Centervention ZooU to assist with social emotional learning. The remainder is used for material and supplies to support student learning.

Student Activity - These monies 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.

Title I - These funds will pay for a TA (Teacher Assistant) to assist in math and reading remediation along with materials for PBIS, Responsive Classroom, MTSS, and Parent Academy Nights. The bulk of this

funding will supplement the intervention process by providing assistance / tutoring with interventions to at-risk students.

Reading Sufficiency Funds - These monies are allocated from the State of Oklahoma for materials and supplies to improve student reading in grades K-3. Students who do not meet criteria are 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 is to provide assistance in funding field trips, providing books for students, providing a t-shirt for every student for jog-a-thon, and to help raise funds for needed items such as playground equipment. All of this is provided by our PTA in addition to their countless hours of volunteer time to support ALL students.

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.



OKLAHOMA
Education

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.

Lakeview 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 monthly MTSS meetings, by collaborating during monthly PTA meetings and weekly Faculty Meetings, and by reviewing and implementing best practices by way of advisory meetings and district leadership learning communities. We also gain input from all stakeholders through online Surveys. We have frequent collaborative conversations to make any necessary adjustments to assure student learning is increasing by reviewing individual student data points as described in the MTSS process.

Leadership teams will continue to analyze data (Standards/Benchmarks/Curriculum Weekly/Unit Assessments) throughout the year to establish focus areas. State assessment data is reviewed in June of each year. Teachers will continue with the PLC process and will collaborate with each other to select essential standards for each subject. This will be shared with families and community stakeholders during PTA meetings and during back to school meetings as our Title I Schoolwide Plan is shared to provide input.

A Title I Leadership Committee meeting will be scheduled at the beginning of the school year to review documents, assessment data, and the schedule of assessments and curriculum updates. A Spring Leadership Committee meeting will be scheduled to update the team on student growth and changes, and to review/analyze FAST data. And an end-of-year (May) Leadership Committee meeting will be scheduled to review and update the Title I Schoolwide plan.

Last year there were three new to Norman teachers, two first grade teachers, a kindergarten teacher and a resource teacher. These teachers worked closely with the New Teacher liaison who offered support and helped them build trusting relationships throughout the community among staff, students, and families. For the 2023-2024 school year, there will be a new kindergarten teacher, first grade teacher, two third grade teachers, and a fifth grade teacher.

The site administrator will meet in the Fall with Instructional leaders to review available data to evaluate and determine student achievement gaps. We will collaborate on ideas to improve instructional practices across classrooms, grade levels, and content areas. And, we will invite curriculum coordinators to MTSS meetings to gain ideas in helping us improve in needed areas.

We will continue on with our focus on Standards Based Learning through our devoted work of identifying essential standards for each subject, each grade working with their grade level partner and also working vertically to determine these standards. We will continue our standard focus during PLC..

Based on collaborative feedback, new staff, and student needs for next year, our focus will be to continue choosing a minimum of one essential standards per quarter for each subject. We will begin the process of targeting students by need (not by label), and utilizing a sufficient schedule to effectively help students succeed who need Tier 2 and Tier 3 interventions based on these Essential standards. Support will be provided for the new staff through our mentorship and liaison programs.