SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-24

DATE LAST REVIEWED
Date: 5/23/23

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:	Lincoln Elementary
School Site Code:	125
Principal Name:	Olivia Dean
Telephone:	405-366-5904
Email address:	oscarce@normanps.org
School Poverty Rate	**66%**

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.

Family and community involvement is paramount and a focus for Lincoln. Elements of the Needs Assessment to address family and community stakeholder involvement includes these data sources (climate surveys, attendance data, programs/technology tool usage/views, Family & Community Engagement, and school event/activity participation).

In order to facilitate and strengthen strong family and community involvement, Lincoln has identified and made plans to implement these specific strategies based on the Needs Assessment to increase family/community stakeholder involvement for the 2023-2024 school year.

- Administer surveys to gather feedback (climate survey, counselor needs assessment survey, event/ activity surveys, identified specific questions to gauge level of engagement/involvement within surveys)
- Communication strategies include, but are not limited to an open-door policy, newsletters, web-pages, emails, Infinite Campus, School Status, Seesaw, Blackboard, NPS mobile school app, PTA emails/facebook, Lincoln facebook/twitter, marquee, Thursday folders, Peachjar, phone calls, home visits, and parent face to face contacts- materials can be provided in other languages and interpreters are available for families-efforts were made to increase parent portal accounts
- School staff provide frequent, timely, and accurate updates of student academic, behavioral, and attendance information. Cumulative records are maintained per child. Technology resources (Infinite Campus, Seesaw, FAST, etc.) provide support for sustaining an accurate student record system.
- Recruitment & support of volunteers & partners in Education
- Resources for home (connect families with public library for summer reading, summer books give away, summer school/enrichment activities)
- School-wide reading promotion, One Book, One School initiative, Raising a Reader, take home books, access to library
- Little Lions Readiness Program targeting Literacy and Math skills (Prek-2nd)

- Parent access to library resources & district programs (PAX, OPAT)
- Mentoring programs (Hopes Mentors, Watchdogs, Big Bro/Sis)
- Events/Activities, some include: Curriculum Night, PTC's, Back to School Night, International Food Festival, Literacy/Math Nights, monthly PTA meetings, Jog-a-thon, Watchdog Kickoff, Book Fairs
- Communicating standards/ access to OSDE parent guides

Parent and community stakeholders are included as decision makers, including:

- Development and monitoring of the Title 1 Schoolwide Plan
- Annual Title 1 presentation
- Annual Review of Parent Involvement Policy, School-Parent Compact, School-wide Plan
- Parents are invited to join committees including Safe/Fit/Health Committee, MTSS, Counselor Advisory, PTA, Title, and future options are continually being explored based on needs
- Responsive to parent input and request for meetings above and beyond what is already in place
- Eliciting feedback in regular communications to parents/community ex. (Smores newsletter)
- Shared decision making occurs among all staff

The school vision and mission for student success was collaboratively developed based on beliefs and values of the school community in the following ways:
- Surveyed parents on describing their ideal school and quality instructional program
- Parent/Community feedback provided during various structures
- Continued work involving strategies to improve communications/visibility of vision/mission
- Continual assessment of positive feedback, survey results on strengths/needs of Lincoln

The Title 1 Schoolwide Plan and communications regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

- Lincoln works closely with the district to ensure parents can understand information and reports, examples include providing reports in their home language and providing interpreters.
- Access is available via technology or in paper form

For additional information regarding Lincoln Elementary family and community stakeholder involvement see the following:
- Lincoln School Parent Involvement/Engagement Policy
- Lincoln School -Parent Compact

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.

The outcomes of Lincoln's Comprehensive Needs Assessment are outlined below:

1. *Data Sources include the following*:
   - <u>Performance Data</u>- state & district assessments including OSTP and district benchmarks (FAST for reading and math), FAST progress monitoring, Lexia reports,
   - <u>Non-Performance</u>- attendance, demographics, referrals, Parent Teacher Conferences %, volunteer hours, views/usage #'s of site technology tools (seesaw, smores, posts, etc.) health screenings
   - <u>Process Data</u>- iobservation data, site plan collaboration and review, MTSS Assessments, Master schedule/Intervention schedule review, PLC process review, staff handbook revision, budget review,
   - <u>Perception Data</u>- Climate surveys, PBIS surveys, event attendance/ feedback surveys, district staff development survey, A+ surveys,

The following section highlights the current data results yielded from the above-mentioned data sources:

School Report Card: Spring 2022
Academic Achievement- B
Academic Growth- D
ELPA Progress- A
Chronic Absenteeism-F
Overall- C

Spring 2022: OSTP
ELA
3rd-56%
4th-22%
5th-39%
Math
3rd-57%
4th-28%
5th-38%
Science
34%

<u>Strengths:</u> Research
<u>Areas to Target:</u> Number Sense & Operations, Writing, Reading/Writing Process, Vocabulary

<mark>Spring 2023 Preliminary Data: Add data when available</mark>
   - 3rd- 29/35 students passed RSA status- 83% - Spring 2023
   - 3rd- proficient in ELA

- 3rd - proficient in Math
- 4th - proficient in ELA
- 4th - proficient in Math
- 5th - proficient in Math
- 5th - proficient in science
- 5th - ELA results pending

District benchmarks (FAST) in reading indicate we have 67% of students in Tier 1 in areading, 66% in CBM, and 77% in early reading. Grade breakdowns include the following:

- Areading- Second grade 51%, Third grade 79%, Fourth grade 73%, Fifth grade 72%
- CBM- First-64%, Second 62%, Third 82%, Fourth 60%, Fifth-60%
- Early Reading- Pre-K 94%, Kindergarten 76%, First 62%

Observances:

- EOY scores from spring 2022 to spring 2023 were higher in percentages in almost all grade levels.
- Every EOY score in areading and CMB with the exception of 2nd areading is above the district average, with early reading being significantly higher.

Also see Fall 2022 and mid year data in Title Binder

Math data indicates we have 69% of students in Tier 1 in math. Grade breakdowns include the following:

- Amath- Second 54%, Third 70%, Fourth 71%, Fifth 62%
- Early math-Kindergarten 82%, First 86% - 84% overall in K/1st

Observances:

- EOY scores from spring 2022 to spring 2023 were higher in percentages in almost all grade levels.
- Every EOY score in amath with the exception of 2nd amath is above the district average, with early math being significantly higher.
- All grade levels improved Tier 1 proficiency with the exception of 2nd grade

Lexia Data: 137 (53%) students advanced at least one grade level of material. 159 (61%) started the year working on skills below their grade level, and 111(70%) of these students advanced at least one grade level of material.

Attendance- 92%, up 1% and chronic absenteeism rate is 8.28, down 0.74

Demographic data reveals: Hispanic-18%, AI-5%, Asian-2%, Black-6%, White-51%, Two or more-18%, EL- 9%, Special Education-19%, Gifted-23%

Behavioral Referral data- 25 documented in IC, increase in 8 incidents. One student has 5 of those referrals and another student has 13, so repeat offenders. There were a total of 71 Tier 2 referrals entered into our new system of reporting.

Lincoln had 88% participation in PTC's. Lincoln had 987 volunteer hours. Lincoln averages over 100 posts in seesaw and parent visits average over 100, with some as high as 800 visits. Smores newsletter posts average from 50-100 views.

Lincoln examines process data, including instructional practices, interventions, budgets, and schedule, through site processes such as our intervention meetings, PLC's, MTSS and leadership team meetings. One area of focus includes small group intentional instruction. Our MTSS's assessment showed strong processes in Tier 1, areas to be improved include documenting Tier 2 behaviors and providing supports to students in Tier 2 and 3.

- Analysis of perception data detailed some students not having someone reading at home with them and were not engaged in reading at home.
- Climate survey indicated strong areas in: safety, parent involvement, high expectations, and a welcoming environment. Overall data from the parent survey shows Lincoln is meeting multiple needs of students.
- Teacher survey indicates strong areas in shared decision making/collaboration, climate, safety, and professional learning. Areas of need include materials/equipment to do the job, revisiting how discipline is addressed, and recognition from stakeholders.
- Student survey data indicates strong areas in liking the school, feelings of belonging, having friends, caring adults, treated fairly, choices in learning, and knowing expectations. Areas of concern include treating others with respect/kindness, bullying, someone reading at home, and upper grades excited about school.
- Open ended responses include Lincoln having a great staff, strong community, inclusive, positive, and collaborative. Students like recess, friends, and their teachers. Student dislikes include school lunch and students being rude.

Event attendance/Feedback- We would like to continue to increase our event attendance overall, however this year events were impacted. We had a great turnout for our STREAM night, with 354 in total attendance.

A+ identity scale results highlighted the following:
- Strengths- Collaboration & Climate
- Areas to improve- Arts & Infrastructure

Staff Professional Learning Results- Areas of Need
- Arts Integration
- Writing
- Savvas
- Imagine Math
- Special Education

Strengths include:
- Guided Inquiry Design
- Classroom Management

For additional information regarding data analysis see the following:

- Lincoln Data Updates
- Lexia Reports
- Infinite Campus Referral Reports
- Leadership Team agendas
- Climate Survey Results
- School Status Dashboard

Lincoln examines student, teacher, school, and community strengths and needs using a variety of data as outlined above. Specific strengths mentioned in our climate surveys included community, inclusive, great staff, caring, communication, and vision of learning. Needs included funding, parking, and increased unstructured time, in addition to needs listed above in different components of needs assessment.

In collaboration with stakeholders, the following priorities have been identified aligned to the Comprehensive Needs Assessment.
- Daily data driven small group instruction with an intentional focus on the BIG 5 based on ongoing data and targeted math standards
- School-wide professional learning based on needs
- Coaching teams to be high functioning working as a PLC in a continuous cycle of improvement focused on a viable curriculum, tiered instruction, and opportunities to enrich, intervene, or extend
- Targeted instructional practices to increase vocabulary, writing, reading engagement, reading/writing process, and number sense/operations, while also focusing on underperforming student subgroups
- Continue to prioritize 21st Century Skills and creative processes for students
- Reading/Writing across the curriculum, Big 5 in literacy (phonemic awareness, phonics, fluency, vocabulary, & comprehension) based on site, grade leve, and individual needs, writing vertical standards & stamina

The evidence examined to show Lincoln's Title Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, specifically those most at-risk are listed below.

- Performance data- FAST scores, progress monitoring data, OSTP assessment results per student analysis, IEP progress, Lexia,
- Non-Performance data- Attendance, chronic absenteeism, referrals,
- Perception data-student climate surveys
- Student outcomes aren't always perfectly measurable, Lincoln continues to monitor students' levels of engagement, levels of interest, curiosity, and creativity in more formative ways
- The evidence will be examined annually minimally, but regularly for more formative measures

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.

Lincoln will use the following strategies to upgrade our educational program in order to improve the achievement of all students, including the lowest performing students. The strategies will be

implemented during the 2023-24 school year and depending on strategy vary on timeline. The strategies will be implemented through various collaborative structures: Teams (teacher, vertical, horizontal), faculty meetings, PLC's, leadership & MTSS teams and involve many different processes.

- Teachers collaboratively analyze tests scores and monitor student performance levels to identify gaps in instruction/curriculum, use the results to modify units of study, and re-teach as appropriate (occurs regularly)
- Professional Learning in the following areas: innovative teaching, vocabulary, writing, reading/ writing process, fluency, number sense/operations, PLC's, phonemic skills/phonics skills (science of reading) small group instruction, para-training, in addition to grade level specific areas of need and individual growth goals for teachers
- High Functioning Collaborative Teams engaged in PLC processes to identify, assess, and teach essential standards to increase teaching and learning. Students will have opportunities to extend, enrich, or intervene in their learning. Increased collaboration with Literacy Interventionist (modeling mini-lessons) and vertical grade level collaboration in writing
- Targeted Instructional Practices will include the following - Lexia to address literacy, Happy Numbers/Imagine Math to target math, strategic use of EM/Savvas curriculum & assessment that align to standards & essential standards, identifying effective vocabulary instruction and addressing it in a spiral, writing on a variety of genres weekly using a mentor text, model the love of reading, teach strategies to apply number sense to word problems
- Data-driven Small group daily all classes- strategic use of Heggerty/UFLI and other reading supplements and strategies with aim to have 80% of students responding to Tier 1 instruction and less students receiving Tier 2 & 3 support. This includes small group math instruction.
- Parent engagement strategies will include the following: Title 1 activities/programs to support learning in the home setting, access to Lexia at home, school-wide reading engagement, One School, One Book, literacy posters/videos, connecting families with literacy resources in the community, book giveaways, providing reading strategies/summer slide information, target chronic absenteeism using resources like a toolkit and on-going communication/supports, use of learning management system- seesaw, and digital safety education
- Little Lions Readiness Program targeting Literacy and Math skills (Prek-2nd) & Parent checkout kits for skills
- Strategies to teach 21st century skills include, authentic technology integration, Guided Inquiry, visual art instruction, mystery science, specific strategies to teach critical thinking in multiple subjects, STEAM instruction
- Lincoln has a focus on Equity, strategies include: Creating a culture of belonging, providing equitable access to programs/ clubs during and after school-(makerspace, steam, coding, botball, service club, book club, ilead, girls on the run, honor choir, orchestra, academic team) explore strategies to increase voice of students and families most at risks and and our underrepresented groups, use resources like OSDE Diverse Learners
- Multi-Tier approach (MTSS) to Literacy/Math- benchmarks administered, intervention meetings held and student skills/standards are identified for intervention. Students are placed

in Tiers and timely systems of support are put in place. Ongoing progress monitoring occurs. This is an on-going, flexible process and reviewed/revised as needed to better serve students.

- Building-wide systems of support are analyzed and modified as needed. Time is spent maximizing instructional time and providing support. Creation of a building-wide schedule that is responsive and systematic in level of support- Screeners, progress monitoring, intervention time/enrichment time built into master schedule
- Students have access to: Guaranteed and viable curriculum with Tiered Levels of Academic Support (all students receive required instructional minutes/access to core instruction
- PBIS- Revision to our acronym and supporting posters- Positive Behavioral Supports and Expectations, including schoolwide counseling program (RAMP) and restorative practices. MTSS supports for behavior, including access to mentor programs
- RSA guidelines are followed and individual reading plans are implemented
- Nuture existing partnerships and continue to seek partnerships/resources within the community to further our goals
- Access to literacy and math Interventionists and title tutors for students in Tier 3 and some Tier 2 students
- Additional collaboration days for teams and weekly faculty meetings focused on teaching and learning
- Transition strategies are implemented to support students during transitions
- Lincoln focuses on wellness. (healthy snacks, schools for Healthy Lifestyles) Heart monitors are utilized during PE, drums alive, and balasvix as needed

Lincoln will continue to monitor and analyze a variety of data sources to add or revise strategies.

Lincoln strategies to recruit and retain effective teachers include the following:

Recruitment of highly qualified teachers occurs primarily through participation in career fairs. Lincoln hosts practicum and intern students. Lincoln works to provide meaningful experiences for students and be innovators in our field, always learning and growing. This reputation attracts many teachers wanting to grow and provide relevant experiences for 21st century learners. We work at positive branding, for example Lincoln was chosen as the "Best Place to Work" in the city of Norman in the local newspaper one year. Our teachers have also won various awards (Oklahoma Counselor of the Year, State Teacher of the Year Finalist), that helps to promote our school.

Retainment of effective teachers comes in many forms. Teachers experience mentoring and team, school, principal, and district support. Teachers and other staff are part of a Professional Learning Community and share in decision making processes. Teachers have opportunities to observe other teachers and discuss effective teaching. Teachers have autonomy to be creative and make informed decisions. Efforts are made to build commuity, celebrate successes, and maintain a positive and inclusive climate. Staff receive ongoing professional learning based on site and individual needs. Teachers have voice and choice. Teachers work to develop growth plans with ongoing feedback. Due to

all of these strategies, Lincoln's retainment is high.

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.	
Norman Public Schools Foundation Grants	$5,000-10,000
PTA	$20,000-30,000
RSA Funds	$3,500.00
Site Allocation	$ > 3,000.00 projected

Site Activity	$17,294.55- ending balance 5/23

School leadership integrates local, state, federal services, resources and programs to support and enhance identified needs. There is a wide range of resources both inside and outside the classroom setting. Services are coordinated through various avenues.

Lincoln's funding sources are braided into the Title 1 Schoolwide program and are described below based on the Common Needs Assessment, priorities, and strategies outlined in previous sections.

Lincoln's Title budget and RSA budget are utilized to support the Title Plan, comprehensive needs, and student RSA plans. Resources include Lexia, Happy Numbers, Collaboration time, literacy materials, and tutors. Various funding streams are utilized to connect the reform strategies developed in the Title Plan and are braided into the Title I Schoolwide program at Lincoln. Lincoln's activity and allocation funds support educational programming. Our PTA partnership helps to support student academic & social/emotional learning and includes funding teacher grants and other various programs.

Mentors from the community support students with social and emotional needs and our Partners in Education help to provide fiscal and human support as needed. Lincoln teachers work hard to write grants and obtain multiple Norman Foundation grants per semester to help support student learning. The site leave bank helps to provide subs for teachers to support on-going professional learning opportunities.

For additional information regarding resource allocation see the following:
- Lincoln Title Budget
- Lincoln PTA Budget

Lincoln will engage in a review process of the appropriation and evaluation of title funds and resources. This review process will include:
- Semester Title planning team meetings will be held with a focus on implementing and reviewing the intent, purpose, and effect of the schoolwide programming (and funding sources) on successful student outcomes.
- The Title 1 planning team will consist of teachers, support staff, parents, and other relevant community partners.
- Title 1 schoolwide plan reviews will be held in the fall and spring

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.

Lincoln leadership and other stakeholders will annually evaluate at minimum, the implementation of, and results achieved by (frequently), Lincoln's Title 1 Schoolwide program by the following measures:

- District Support: Data reviews at the district level, creating a professional learning plan,, Leadership growth goal setting and performance evaluation, LEA provides some data sources to help analyze performance (ad hocs in IC, chronic absenteeism, OSTP data), Training is also provide in leadership accessing and interpreting FAST data
- As part of our monitoring and revision of the title plan, the following multiple types of data are regularly analyzed through several structures- Title Review meetings, MTSS, Intervention, and Leadership meetings. The necessary adjustments are made to increase student learning (reteaching, intervention, enrichment, revised strategies).
- Performance data- FAST scores, progress monitoring data, OSTP assessment results, including subgroups, IEP progress, Lexia, common assessments, formative assessments, • Non-Performance data- Attendance, chronic absenteeism, referrals • Perception data- student climate surveys, events feedback • Student outcomes aren't always perfectly measurable, Lincoln continues to monitor students' levels of engagement, levels of interest, curiosity, and creativity in more formative ways

See section 2 for additional for data sources

- Lincoln leadership, staff, and stakeholders collaboratively analyze student evidence of learning (formative/summative assessments) and monitor student performance levels to identify gaps in instruction/curriculum, use the results to modify units of study, and re-teach as appropriate (occurs regularly for staff). Site leadership and staff utilizes processes that involve collaborative inquiry to look for patterns in student growth. Stakeholders are involved with certain assessments and in different structures.

Lincoln will revise the Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title 1 Schoolwide program by the following measures:
Lincoln will engage in a review & evaluation process of the Title 1 schoolwide plan. This will review process will include:

- Semester Title planning team meetings will be held with a focus on implementation and results of the Title I Schoolwide Plan
- The Title 1 planning team will consist of teachers, support staff, parents, and other relevant community partners.
- Title 1 schoolwide plan review & evaluation will be held in the fall and spring

Based on those evaluations, Lincoln will revise the Title 1 Schoolwide Plan, as necessary through similar processes listed above taking into account stakeholder input to ensure continuous improvement of students in Lincoln's Title 1 Schoolwide program.

Revised 5/23/2023