



SCHOOLWIDE PLAN

Every Student Succeeds Act, Section 1114

School Year: 2022-23

DATE LAST REVIEWED
Date: 5/25/22

DISTRICT INFORMATION	
District Name:	Norman Public Schools
County/District Code:	129
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:	405-3660-5904
Email address:	oscarce@norman.k12.oik.us
School Poverty Rate	66%

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.

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, school health index-Family/ Community Involvement, 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 2021-2022 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 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 incentive program, One Book, One School initiative, Raising a Reader, take home books, access to library,
- Parent access to library resources & Love and Logic resources to parents

- Mentoring programs (Hopes Mentors, Watchdogs, Big Bro/Sis)
- Events/Activities, some include: Curriculum Night, PTC's, (virtual options) 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, PBIS, 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:*

- Performance Data- state & district assessments including OSTP and district benchmarks (FAST for reading and math), FAST progress monitoring, Lexia reports,
- Non-Performance- attendance, demographics, referrals, Parent Teacher Conferences %, volunteer hours, views/usage #'s of site technology tools (seesaw, smores, posts, etc.) health screenings
- Process Data- iobservation data, site plan collaboration and review, Tier 1:Universal SWPBIS Assessment, ADL Assessment, Master schedule/Intervention schedule review, PLC process review, staff handbook revision, budget review,
- Perception Data- Climate surveys, PBIS surveys, reading engagement 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:

Spring 2022 Preliminary Data: Add data when available

- 3rd- 6/37 students passed RSA status- 84%
- 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 59% of students in Tier 1 in areading reading, 56% in CBM, and 59% in early reading. Grade breakdowns include the following:

- Areading- Second grade 46%, Third grade 73%, Fourth grade 64%, Fifth grade 52%
- CBM- First-50%, Second 52%, Third 68%, Fourth 61%, Fifth-43%
- Early Reading- Pre-K 71%, Kindergarten 76%, First 31%

Observances:

- EOY CBM scores are higher when compared to district, except in 5th grade.
- EOY Early Reading higher than district, especially Kinder, but not in 1st
- EOY classes compared to classes- 4th areading, and 4th CBM improved proficiency

- Early Reading- lots of growth within subtests that comprise ER score
- Proficiency decreased from BOY to EOY, which was in trend with many grade levels in the district

Math data indicates we have 57% of students in Tier 1 in math. Grade breakdowns include the following:

- Amath- Second 47%, Third 73%, Fourth 56%, Fifth 50%
- Early math-Kindergarten 82%, First 64% - 73% overall in K/1st

Lexia Data: 84% of students who started the year working below grade level advanced at least 1 grade level of material. 76% of meeting usage students who started below grade level caught up to grade-level or above material and 18 students Reached EOY Benchmark. Lexia progress Champions- 2nd grade 51% movement into grade level material

Attendance- 91%, down 3% and chronic absenteeism rate is 9.02, up 3.4%.

Demographic data reveals: Hispanic-20%, AA-5%, Asian-2%, Black-8%, White-48%, Two or more-17%, EL- 9%, Special Education-20%, Gifted-19%

Behavioral Referral data- 17 documented in IC, a decrease in 9 incidents. However, some incidents were not documented in IC and we had an increase in Tier 3 behaviors overall by two students.

Lincoln had 88% participation in PTC's 4% more than 20/21. Lincoln had 814 volunteer hours, a major increase. Lincoln averages over 1000+ posts in seesaw and parent visits average about 400, with some as high as 800 visits. Smores newsletter post 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, PBIS and leadership team meetings. One area of focus includes small group intentional instruction. Our PBIS 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, 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, trauma, recognition from stakeholders, and updated facilities.
- Student survey data indicates strong areas in liking the school, having friends, caring adults, and adults to go to. Areas of concern include treating others with respect, controlling anger, solving conflicts, some safety, someone reading at home, and upper grades excited about school.
- Open ended responses include Lincoln having great staff, strong community, inclusive, positive, and collaborative.

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 384 in total attendance.



A+ identity scale results highlighted the following:

- Strengths- Instructional Approaches, Integration, Fit w/School Culture, Ownership, Instruction, Collaboration
- Areas to improve- Student choice, Parental Involvement, Professional Development, Dialogue, A+Identity

Staff Professional Learning Results- Areas of Need

- Arts Integration
- Culturally Responsive Education
- Literacy Strategies in the Content Areas
- Working with Advanced Learners, Mental Health Needs, Autism Spectrum

Strengths include:

- Guided Inquiry Design
- Customer Service
- Classroom Management

For additional information regarding data analysis see the following:

- Lincoln Proficiency Data Report
- OSTP Analysis & Demographic Chart
- Lexia Reports, Happy Numbers 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 in standards listed above in literacy and math, in addition to specific instruction in teaching phonemic awareness, phonic skills, and number sense.
- 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, number sense/operations, critical and algebraic thinking, while also focusing on underperforming student subgroups (economically disadvantaged and IEP)



- 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 and individual needs, writing vertical standards & stamina,
- Additions: Learning new ELA curriculum/how to assess standards (Learning Without Tears, Savvas), time on text, and the use of Number Talks

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, Happy Numbers
- 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, 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	\$10,000-15,000
PTA	\$10,000-15,000
RSA Funds	\$3,500.00
Site Allocation	\$987.31- ending balance 5/22
Site Activity	\$21,962.70- ending balance 5/22

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: Ongoing Data Meetings at the district level, including writing a site smart plan targeting site needs, 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, PLC's, Intervention, Leadership, and PBIS meetings) and 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.



OKLAHOMA
Education

Revised 5/25/2022