OKLAHOMA Education

SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2022-2023	

DATE LAST REVIEWED
Date: 05/23/2022

DISTRICT INFORMATION	
District Name:	Norman Public Schools
County/District Code:	Cleveland / 14-I029
Superintendent Name:	Dr. Nicholas Migliorino
Telephone:	(405) 364-1339
Email address:	nickm@norman.k12.ok.us

SCHOOL INFORMATION

School Name:	Longfellow Middle School
School Site Code:	502
Principal Name:	Brad Talley
Telephone:	(405) 366-5948
Email address:	btalley@norman.k12.ok.us
School Poverty Rate	56.51%

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.

At Longfellow, we believe involving numerous stakeholders builds community and informs decision-making in positive ways. To increase stakeholder involvement, we will seek and include stakeholders to be part of our decision-making processes, especially through membership on school committees. While making the decisions to invite stakeholders to be a part of our committees and other decision-making processes, we will strive to gather diverse voices to ensure we are hearing a wider breadth of ideas. The specific committees we look to invite stakeholder representatives into are:

1. Title I Committee
2. Team Leaders
3. Safe Schools
4. Healthy and Fit Schools
5. Sunshine Committee

As part of increased involvement efforts, we will look to involve stakeholders in the development and implementation of our Title I plan and our schoolwide mission/vision. In future years, stakeholders will be integral in stewarding the vision. In addition to involving stakeholder representatives in the planning and implementation, we will involve the wider stakeholder population through consistent opportunities to provide feedback and analysis regarding enactment of our vision through Google Forms.

With a schoolwide plan and vision in place, we will communicate these plans through an evening meeting where we will go through the plans, as well as through the Principal's weekly family newsletter.

TIMELINE

July-August 2022… Administrators will reach out to families and community partners to join committees.

August 2022… Families will receive a survey regarding their priorities for their children going into the 2022-2023 school year.

October 2022… A fall family climate survey will be sent. Data will be reviewed by necessary committees.

March 2022… A spring family climate survey will be sent. Data will be reviewed by necessary committees.

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.

NEEDS ASSESSMENT

Family Survey- Based on a fall survey and a spring survey sent to all families, the greatest needs centered around safety, cleanliness, and academic growth.

Student Survey- Based on a fall survey and a spring survey sent to all students, the greatest needs centered around safety in the hallways and bathrooms, cleanliness, and respect.

Staff Survey- Based on a fall staff survey and a spring survey sent to all staff, the greatest needs centered around safety in common areas, professional growth feedback, and collaboration among colleagues.

IXL Data- Research has shown that answering at least 30 questions per week on IXL leads to measurable growth. During the 2021-2022 school year, Longfellow students averaged at least 30 questions answered in 26 weeks out of 35. Additionally, teacher engagement with IXL can lead to measurable growth. During 2021-2022, 8 of 8 math teachers were listed as "Engaged Use".

Rhithm Data- Green Zone responses in Rhithm are optimal for student learning and well-being. During the 2021-2022 school year, Longfellow students averaged 71% Green Zone responses. Specifically, in the five categories, here are the Green Zone responses:
- Emotional- 85%
- Energy- 60%
- Mental- 71%
- Physical- 63%
- Social- 79%

Behavior Data, 2021-2022 School Year- 258 referrals, 78 in-school suspensions, 142 in-school suspension days, 87 out-of-school suspensions, 892.5 out-of-school suspension days, 137 common-area referrals

Attendance & Tardy Data, 21-22 School Year- Over 5500 tardies, Over 40% of tardies were students late to school, Attendance was 91.35%

E-Hall Pass Data, 2021-2022 School Year- 2300 passes made, Discrepancies between pass location usage and teacher usage point to lack of fidelity schoolwide, Some success in pockets

Academic Data, 2021-2022 School Year- Once test results are in, school staff will review data and this plan will be updated based on those results.

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.

ACADEMIC PLAN

Student Success Meetings- Staff, including teacher content teams, will meet weekly during planning time to collaborate to increase student achievement. We will review data from surveys, common formative assessments, IXL, Rhithm, E-Hall Pass, SchoolStatus, Infinite Campus, and other sources to discuss students' achievements and areas for growth. We will target specific students for intervention. We will develop plans for intervention for those targeted students.

Common Formative Assessments- Once Power Standards are finalized in district curriculum committees, we will begin building and utilizing common formative assessments to align our efforts with State standards and between content-area teammates.

Collective Efficacy and Teacher Clarity- Collective Efficacy and Teacher Clarity are two influences that have extremely high effect sizes according to meta-analyses from Visible Learning research. We will utilize playbooks to grow our collective efficacy and to enhance teacher clarity, with the purpose of ultimately impacting students in measurable, positive ways.

IXL- We will routinely allow students to answer at least thirty math questions daily to reach measurable growth, as defined by IXL research.

Rhithm- We will work to meet students' social-emotional and physical needs through Rhithm check-ins at least twice per day (possibly). These data will help us view school-wide trends related to the social-emotional and physical states of students in different demographics, as well as individual student data to meet individual needs. By meeting social-emotional and physical needs, we are addressing multiple levels of Maslow's Hierarchy of Needs, which, in turn, impact student learning.

Student Engagement Time- We will utilize E-Hall Pass data to monitor student time in class, addressing individual issues as they arise.

Skill Enhancement Classes- We will have Skill Enhancement classes for remediation in Reading, Math, Science, and/or Social Studies. These will be smaller classes where teachers will utilize IXL, ReadWorks, Scholastic, Khan Academy, or more to work students on specific State standards.

Common Areas- We will use Mascot Junction to address the common area environment, as well as the classroom environment, to focus on the safety and learning needs of the school.

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 Funds	$17,463.60
Math Remediation Specialist - Title I Set Aside	$62,881.00

As referenced in the previous section, we will utilize several resources and strategies to meet the academic needs of our students. Through consistent stakeholder engagement, plan development, resource management, staff collaboration, data review, targeted intervention implementation, and reflection, we will establish a culture of growth and achievement.

Print Resources

Collective Efficacy and Teacher Clarity Playbook

Web Resources

IXL (for student practice with Math and for progress-tracking)
Rhithm (assessing and meeting students' social-emotional and physical needs)
Reading Eggs (reading software for our Special Education students)
Math Seeds (math software for our Special Education students)
E-Hall Pass (safety, accountability software)
Mascot Junction (PBIS materials for school culture & classroom learning environment)
Generation Genius (Science software for Special Education 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.

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.

We will include this Schoolwide Plan in our overall school vision, ensuring it aligns with the work we intend to do on a daily basis. Our Team Leaders committee and Title I Committee will frequently use data referenced in above sections to monitor and adjust this plan. As we grow into this post-pandemic, new leadership iteration, thus our plan will grow. Multiple stakeholders will be involved in refining and monitoring progress with our Schoolwide Plan/Vision, and we hope to have a well-developed vision, based on researched best practices, that ensures we are creating the safest, most learning-conducive environment we can for all stakeholders.

We will evaluate this Title I plan, making revisions, and continuing to cultivate it as we learn and grow together.