



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023 - 2024

DATE LAST REVIEWED
Date: 05/30/2023

DISTRICT INFORMATION	
District Name:	Norman Public Schools
County/District Code:	129
Superintendent Name:	Dr. Nicholas Migliorino
Telephone:	405-366-5868
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SCHOOL INFORMATION	
School Name:	Madison Elementary
School Site Code:	130
Principal Name:	Hannah Stinson
Telephone:	405-366-5910
Email address:	hstinson@normanps.org
School Poverty Rate	80%

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.

Madison Elementary utilizes a number of data sources in order to gauge family and community stakeholder involvement. Annual student/parent/staff survey results, attendance data, and school event/activity numbers all help to paint a picture of school engagement and involvement by the greater Madison community. The following bullets highlight current data points taken from the aforementioned data sources:

- Students surveys - The results from the 2023 student survey show that 84% of students feel as if they belong at Madison. 87% of students feel safe at school. Increasing family and community engagement by providing more in-person school wide events will help all students feel more connected to the school. We will continue to host events during and after the school day to accommodate all families. Providing a variety of events will allow students to feel as if they belong to Madison and the annual student survey will be a good measure of the success of our school wide events this year.
- Attendance data indicates a slight uptick in average daily attendance (ADA) over the past three years: 2021 - 93.4% (chronic abs rate - 6.8%); 2022 - 88.1% (chronic abs rate - 17.9%); 2023 - 91% (chronic abs rate - 18.4%). The increase in chronic absenteeism from last year to this school year has been 0.5%. Chronic absenteeism continues to be an ongoing issue campus-wide. We also see that students in the intermediate grades (3rd-5th) and those who are second language learners, residing in households where English is not the primary language, are also more prone to being absent.
- School Event/Activity Participation Numbers: We held a number of in-person events (ie; Literacy & STEM Night, Veteran's Day, etc...). We also added additional in-person events, which included two school wide cookouts, two parent luncheons and a Multicultural Fair. In the coming school year (2023-2024), we plan on using the same data from our previous Title 1 plan to promote community participation and involvement. See description & details/plan below.

In order to encourage and support strong family and community involvement the following recommendations/strategies will be a point of focus during the 2023-2024 school year:

- Continue to look for ways to increase the number of school events/activities beyond 2022-2023 growth, centered on daytime and nighttime school events/activities focused on enrichment and connecting with the greater Norman community.
- Provide academic support and focus during all curriculum events/activities to support student learning at home.
- Connect all school events/activities with food (and other tangible takeaways for families).
- Administer follow-up surveys following each school event/activity, versus one end-of-year survey event, that will focus exclusively on constructive feedback for future event/activity planning.
- Target school-wide attendance with a focus on campus-wide incentives that target reducing the average number of days chronically absent students miss from 9.5 days to 5 days annually.

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.

*District mid-year academic assessment data indicates the following average literacy trends: earlyReading growth trends are as follows: overall campus avg. up (46% to 59%), kindergarten grade level growth rates up (13% to 58%), 1st grade student group growth rate up (13% to 51%); aReading growth trends are as follows: overall campus avg. remained steady (64%), 5th grade level growth rates up (59% to 72%), 4th & 5th student groups continued 3-year growth rate increase trend; CBM Reading growth trends are as follows: overall campus avg. remained relatively the same (64% to 63%), while the 4th grade student group continued a 3-year growth rate increase trend. Mid-year literacy growth rate data points to a continued need to focus on word recognition campus-wide through grade-level vertical alignment and PLC-led instructional rounds.

*District mid-year academic assessment data indicates the following average mathematics trends: earlyMath growth trends are as follows: overall campus avg. dipped (68% to 65%), kindergarten grade level growth rates up (44% to 74%), 1st grade student group up (44% to 55%); aMath growth trends are as follows: overall campus avg up (62% to 71%), all aMath mid-year growth rates were over 60% in typical/aggressive growth at all levels, an increase from previous school year, 5th grade student group continued a 3-year growth rate increase trend. Mid-year math growth rate data points to a continued need to focus on number sense campus-wide.

*2022 - 2023 attendance data

Attendance data indicates a slight uptick in average daily attendance (ADA) over the past three years: 2021 - 93.4% (chronic abs rate - 6.8%); 2022 - 88.1% (chronic abs rate - 17.9%); 2023 - 91% (chronic abs rate - 18.4%). The increase in chronic absenteeism from last year to this school year has been 0.5%. Chronic absenteeism continues to be an ongoing issue campus-wide. We also see that students in the intermediate grades (3rd-5th) and those who are second language learners, residing in households where English is not the primary language, are also more prone to being absent.

In order to support the priorities outlined above in the comprehensive needs assessment, the following recommendations/strategies will be a point of focus in during the 2023-2024 school year:

- Continue to develop a professional collaboration cycle (with a goal of improved consistency and intentionality) for all stakeholders focused on multi-tiered systems of support (MTSS) and collaborative planning emphasizing diversity, equity, and inclusion (DEI).
- School-wide professional development should be focused on fostering strong word recognition, writing and number sense/operations skill sets in underperforming student subpopulations based on benchmark data trends.
- Target school-wide attendance with a focus on campus-wide incentives that target improving the overall average daily attendance rate for all grade levels.
- Create individualized attendance intervention plans for those students who continue to be identified as chronically absent.
- Create more enrichment and remediation opportunities focused on the economically disadvantaged sub population.

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.

Madison Elementary will utilize the following strategies (goals) to guide instruction and meet the needs of the greater community. The following goals emphasize the priorities outlined in the previous sections and are focused on upgrading Madison's educational program:

Goal #1 - Attendance

Madison Elementary will increase its average daily attendance (ADA) rate from 91% in 2023 to meet or exceed 95% for the current school year:

- Campus leadership team will complete a school-wide assessment of campus attendance supports (incentives) and procedures at the beginning of the school year; Campus leadership team will conduct monthly oversight of the average daily attendance rate; Targeted bi-weekly attendance calls (from Principal) will be conducted; Attendance bus (or other modes of transportation not otherwise defined) will be utilized on a daily basis to target/support students/families with chronic absenteeism. This school year we will create a partnership with the Community Schools Program to help identify areas of need in order to support student attendance campuswide.

Goal #2 – Family & Community Involvement

Madison Elementary will increase opportunities for family and community involvement through both curricular and non-curricular events/activities:

- Continue to support and/or create more daytime school events/activities focused on enrichment and connecting with the greater Norman community; Provide academic support and focus that embraces diversity, equity, and inclusion (DEI) during all curriculum events/activities to support student learning at home; Administer follow-up surveys for family and community partners following each school event/activity (with an emphasis on targeting DEI-related feedback).

Goal #3 - Academic: Word Recognition

Madison Elementary will increase the number of students who ended the school year on-level (according to the FAST Benchmark assessments) to meet or exceed 75% on earlyReading, 75% on aReading, and 60% on CBMreading for the current school year:

- Word Recognition standards targeted as essential goal for all student sub-populations; staff will meet regularly in PLCs to discuss instructional strategies to improve student reading fluency; targeted small group lessons delivered daily; progress monitoring (through FAST software) will be in place for students performing below grade-level; and professional development will be aligned through PLC-led instructional rounds for staff. Audit/review current literacy interventions (and paid for tools) at the beginning of the school year.

Goal #4 - Academic: Math - Number Sense/Operations

Madison Elementary will increase the number of students who ended the school year on-level (according to the Math Benchmark assessments) to meet or exceed 75% on earlyMath, 75% on aMath for the current school year:

- Consistently using daily number sense conversations during weekly classroom instruction; Increase the frequency and practice of understanding numbers by utilizing small group math instruction on a daily basis; Create opportunities (and frequency of) for daily number talks during whole group class instruction; PLC professional development cycle held each month with grade level teams to review standard, strategy, and progress of skill mastery; Audit/review current math interventions (and paid for tools) at the beginning of the school year to ensure successful instructional implementation.

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 1 site funds (total)	\$24,607.80
Title 1 tutor(s)	\$15,000.00 (+5,250 benefits)
Norman Parents as Teachers	\$2,000 (+700 benefits)
MTSS/Enrichment Materials	\$407.80
Software/subscriptions	\$1,250
Reading Sufficiency Act funds	\$3,500.00
Norman Public Schools Foundation grants	\$4,383.80
Madison PTO (funds deposited into Madison activity account)	\$2,200

Madison Elementary will use a variety of funding sources to meet the targeted academic needs of our Pre-K – 5th grade students. The use of human resources, a variety of instructional materials, as well as several professional development opportunities will ensure that all teachers are implementing strategies that best support all students. Funding from Title 1, RSA, Norman Public School Foundation grants and Madison Elementary’s site allocation budget will be combined together with support of volunteers from the University of Oklahoma, Big Brothers Big Sisters, and other community partnerships.

The master schedule for the 2023-2024 school year will reflect the instruction for students at each tier level in reading and math. Madison MTSS meeting times will be consistent at each grade level so those students needing additional remediation or enrichment can be in place during this intervention in the classroom or by other specialists and tutors outside the general classroom setting.

The focus of a Title 1 program is to improve the academic performance of underprivileged students in our building. Title funds are also used to provide a full time Reading Specialist and a full time Math Specialist to work with identified students, as well as be a resource for staff members. Utilizing FAST assessment to place high-needs students in reading small groups served by our Reading Specialist and Math Specialist will help us monitor and close learning gaps. These are examples of how funds will be spent on personnel to provide additional remedial services and interventions for Tier 2 and Tier 3 students. Per the needs assessment survey, funds will be used to purchase materials to support instruction for our struggling students as well as resources for staff professional development. The purpose of the Reading Sufficiency Act is to identify and support students who qualify for Individual Reading Plans. These plans outline how classroom teachers, parents and other professionals are going to work together to help increase literacy skills of the students in our building. RSA funds are going to be used to purchase supplemental materials for reading interventions, guided reading books, learning center activities, and small group or individual student tutoring.

Once funding from the sources described above is in place for the upcoming school year, Madison Elementary leadership team, staff, parents and other stakeholders will collaborate to make decisions on the appropriation of funds.

<p>5. Evaluation and Plan Revision</p>
<p><input checked="" type="checkbox"/> 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)]</p>
<p>Meets Expectations</p>
<ol style="list-style-type: none"> 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.
<p>Developing</p>
<ol style="list-style-type: none"> 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.
<p>Does Not Meet Expectations</p>
<ol style="list-style-type: none"> 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.

Madison Elementary's campus leadership, staff and other key community stakeholders consistently evaluate the implementation, as well as the level of student success achieved, of the Title 1 schoolwide plan. Madison Schoolwide Plan was reviewed on the following dates for the 2022-2023:

August 11 (leadership & parents), August 18 (staff), October 13 (leadership & parents), February 2 (staff), April 13 (leadership & parents)

Each review of the schoolwide plan and the progress we have made will take place to ensure continuous improvement of students. Staff and stakeholder collaboration are key to the success of the plan we have created. Utilizing a variety of school wide data including staff, parent, and student survey results, and benchmark student data help us ensure student growth is the focus of our review.

One particular area that was focused on during stakeholder collaboration meetings was our schools' average daily attendance. The data presented to the committee showed a decrease in attendance that was not present in the previous three school years. The leadership team was asked to evaluate the attendance data and identify one key factor for lack of attendance. The factors mentioned by committee members included: lack of transportation, parents' work schedule, and an inconsistent home life. As a team we discussed ways we could meet the needs of our students together. The supports included a van for individual transportation, incentive programs for older students to attend school regularly, and a parent incentive program.