



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2022-2023

DATE LAST REVIEWED
Date: 06/03/2022

DISTRICT INFORMATION	
District Name:	Norman Public Schools
County/District Code:	I29
Superintendent Name:	Dr. Nicholas Migliorino
Telephone:	405-366-5955
Email address:	nickm@norman.k12.ok.us

SCHOOL INFORMATION	
School Name:	Monroe Elementary
School Site Code:	150
Principal Name:	Andrea Crowe
Telephone:	405-366-5927
Email address:	acrowe@norman.k12.ok.us
School Poverty Rate	52.53%

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
<input checked="" type="checkbox"/> 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.

Built in 1963, just north of the Canadian River, James Monroe Elementary serves as the neighborhood school for approximately 465 students. As part of the A+ Schools Network, the faculty works diligently to integrate the arts and multiple intelligences into the daily learning experiences of children. Responsive Classroom and PBIS practices at Monroe ensure that academic and behavior expectations are established and consistently reinforced in a positive manner. Through PTA membership, planning committee participation, and volunteering, parents and the larger school community contribute to the positive environment of the school. Watch DOGS (Dads of Great Students) greet visitors, mentor students, and secure the safety of the school.

Our school offers full-day pre-kindergarten and full-day kindergarten, first through fifth-grade classes, mild/moderate resource rooms, blended pre-kindergarten, and two autism support classrooms. Additional resources include our school counselor, reading remediation specialists, a gifted program coordinator, a behavior interventionist, and a library media specialist. Our school district provides teachers for our Native American students and English Learners (EL). Monroe's staff and teacher assistants are highly qualified and dedicated to student success in both the academic and affective domains.

Our parents and community stakeholders represent a diverse population of demographic composition including that of our most at-risk students of which are included in the decision-making process of school decisions, as well as monitoring of our Title 1 Schoolwide Plan. Feedback from multiple sources is collected through parent surveys, as well as parent/community, PTA, and staff meetings.

Vision: The mission of NPS is to prepare and inspire ALL students to achieve their full potential.

Core Values: We are committed to achieving excellence through our core values of integrity, inclusiveness, collaboration and optimism.

Mission: The mission of Monroe Elementary is to provide a positive learning community that achieves academic excellence through creativity, independent thinking, and teamwork. We are committed to meeting the physical, social and emotional needs of our school community where every member is valued.

Goal: The goal of Monroe Elementary is that all students will be at or above NPS benchmark expectations by the end-of-year assessments. This will be accomplished through positive relationships.

Prior to collecting and analyzing data, the planning team in conjunction with stakeholders of the school community meet and to communicate regarding its development, evaluation, and go through the revision process. The Title 1 Schoolwide Plan is then presented to school staff, parents and community members via meetings as well as back to school night in the Fall. This information is also made available through the parent newsletter and district webpage. Documents and information sent to parents are provided in English and Spanish throughout the school year.

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.

Our MTSS process includes reviewing multiple data points for students to determine which tier of support is needed. Data includes: Trauma Informed collaboration; FAST math and reading benchmarks and progress monitoring; Lexia reading interventions and progress monitoring assessments; School Status At Risk report: attendance data, State Testing data, Infinite Campus grades, identified IEP/504, Title I, Behavior referrals, CogAT scores; along with classroom grade level Standard Based formative assessments, curriculum unit assessments, and other curriculum data provided by teachers. We have established a watch list for all intervention and enrichment needs and have a tracking system in place to determine if interventions are working based on data, treatment integrity, and growth. The data supports the need for additional targeted tutoring in reading and math and also interventions which focus on social-emotional development and mental health.

The team has been working to implement Conscious Discipline along with trauma-informed strategies within our Positive Behavior Intervention and Supports (PBIS) to facilitate self-regulation strategies for students, especially as concerns of the Covid-19 pandemic continue to be an indicator for learning gaps and additional trauma. Our Behavior Interventionist works in conjunction with our School Counselor and Principals as well and focuses on providing support for students who demonstrate Tier 2-3 behaviors. Our Behavior Interventionist has a caseload and provides detailed check-in/check-outs and social-emotional support and guidance related to student-specific goals. He works collaboratively with teachers and administration to monitor student data regarding progress on their individualized goals and adjust interventions accordingly. The presence of a Behavior Interventionist allows our team to be more proactive in addressing student needs, which is reflected in decreased behavior referrals and out-of-school suspensions since the addition of this position. In short, we are better able to prevent student crises and escalation to behaviors which lead to suspension while also improving the overall learning environment for all students.

Our demographic composition is as follows: White 59.14%, Hispanic 16.56%, Two or more races 14.41%, American Indian 4.52%, and Black 4.3%. We currently serve 37 EL students, and 165 of our students qualify for Gifted and Talented (GT) services. 52.53% of our students qualify for free/reduced meals. 38 students at Monroe (0.08%) were considered chronically absent for the 21-22 school year. 19.57% of our students qualify for special education services. We move progressively to build relationships with the new students through the use of PBIS and restorative practices to help them feel safe in our building. Our resource teachers work closely with teachers and push into classrooms to help students succeed. Based on survey data, our strengths include good relationships we have with each other, students, and families along with our collaborative culture. Overall, parents feel that they are welcome and encouraged to be involved at their child's school. Parents appreciate communication efforts (assemblies and programs which we have added back as COVID restrictions decrease, weekly Smore newsletters, texting through School Status, sharing progress through SeeSaw). The most prevalent need consists of more youth mental health training and parent trauma information training, especially since COVID-19. We celebrate student success in all

areas through PBIS recognition and spotlight activities during weekly assemblies, positive office referrals, and parent-teacher conferences.

Generally, there was consistency or improvement of FAST reading measures across grade levels. Based on current FAST data, the first, second, and third grade level teams continued the use of Heggerty phonics to address gaps in achievement during the 21-22 school year, specifically addressing phonemic awareness. The preK, kindergarten, and first grade teams taught structured phonics lessons through the Heggerty phonics curriculum. Our primary grade teams (1st/2nd/3rd grades) worked in conjunction to share resources, such as “Secret Stories”, to support phonics instruction through vertical collaboration. The instruction and student achievement (ISA) team analyzed data from a Literacy Needs Assessment for all teachers to complete in order to strategically plan for professional development. The survey focused on the “Big 5” of literacy, supporting current district literacy initiatives. The ISA team collaborated in an analysis of the Literacy Needs Survey, and teachers indicated a need to hold all learners to a high expectation academically, specifically in vocabulary, comprehension, and writing. Using FAST data, teachers designed research-based small group interventions to support reading and math skills development. Small group instruction is standards-based and provides targeted instruction to meet the individual needs of students. Professional Learning Community (PLC) discussions addressed specific needs of individual students to create multi-tiered interventions for academic and behavioral needs. Grade level teams utilized FAST reports to analyze data to create a plan of monitoring progress to inform and drive instruction in math and reading. This process will continue and evolve during the 22-23 school year and beyond.

3. Schoolwide Plan Strategies

- By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –
- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [ESSA, Section 1114(b)(7)(A)(iii)]
 - provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;
 - be evidence-based as defined in ESSA, Section 8101(21)(A).

Meets Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.

2. The school provides multiple opportunities and evidence-based interventions for students in need, and address the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.



Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the comprehensive needs assessment, and may result in limited improvements in student learning.
3. Additional on-going assistance is provided for students experiencing difficulty meeting State standards.
4. The school uses clear criteria and processes for addressing behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the comprehensive needs assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student behavior problems.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

Addressing the above expectations, describe in the box below the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the comprehensive needs assessment and the site budget.

Norman Public Schools supports a balanced approach to literacy instruction called the “Big 5”, encompassing comprehension, fluency, vocabulary, writing, and phonics. Literacy instruction is delivered through individual, small group, and large groups. Monroe students have access to instructional, independent, grade level, and above grade level text. Our library is a pivotal resource for our school that provides not only materials, but an inviting space for student collaboration. The library houses a large collection of books by diverse authors to represent multiple perspectives to students.

Monroe students have access to core instruction in reading (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension), math (i.e., one-to-one correspondence, number sense, calculation, problem solving, vocabulary), and writing (narrative, informative, and opinion topics, ideas and development, organization, voice, word choice, sentences and paragraphs, and language and conventions) through a variety of delivery systems (whole group, small group, shared, interactive, and independent).

The intervention process is fluid within the year and consistent from year to year. Students move fluidly among Tiers 1, 2, and 3. Students who end the year in Tiers 2 and 3 also begin the next school year with the same services until data determines the need for a change. Students will remain on an Individual Reading Plan until they show at or above benchmark level for 3 assessment periods. In addition to small group interventions available in the classroom setting, there are intervention groups with reading specialists. Students receive Tiers 1, 2, and 3 before being referred for Special Education testing. Students receive data driven intervention for at least 6 weeks before a determination is made to move to another tier.

Monroe teachers utilize the district curriculum by following curriculum maps and pacing guides, and they frequently collaborate across grade level teams, vertically, and with specialists (e.g., reading specialist, gifted resource coordinator, special education teachers). Formative and summative assessments drive standards-based instruction to individualize student learning. Enrichment and accelerated learning is captured for all students during Guided Inquiry Design (GID) lessons and through Student Choice Board opportunities and classroom enrichment lessons. These GID and enrichment lessons are planned and taught with the classroom teacher, special education resource teacher, gifted teacher, and the school librarian to assure the needs of ALL students are considered.

Effective interventions and resource allocation begin with identifying a limited, realistic number of absolutely essential academic skills and behaviors which all students should learn. Monroe will continue the work on this vertically as a site by utilizing district resources (spreadsheet of standards). We expect to see improvements based on data measuring these essential standards. This will not be all that our school will teach, but the minimum that ALL students must learn in their grade per quarter. Measurements will be sustainable as teachers work in Professional Learning Communities (PLCs) to establish student needs. If a teacher is struggling with a specific intervention, a Multi-Tier System of Supports (MTSS) team will assist in providing research based intervention ideas to best help our students. The MTSS team will look vertically to

plan meaningful schedules to help targeted students by need, not by label (regular ed, special ed, EL, Title I, GT, etc).

Site professional development will continue to focus on PLCs by providing collaborative discussions among vertical and horizontal planning teams. Our two main goals for the upcoming school year are to continue streamlining instructional practices and interventions in the area of literacy and continue working toward consistency with Tier 1 social, emotional, and behavior supports within each classroom. NPS has adopted new English Language Arts curriculum (Savvas - myView Literacy), which will aid in the process of maintaining consistent instructional practices within and across grade levels. OKA+ Schools also provides PD for teachers at Monroe. Our shared leadership teams are involved in the planning of all professional development based on the needs of students and staff, and Monroe staff members also take advantage of professional development opportunities provided through Norman Public Schools (e.g., Apple technology training, FAST data and assessment training, curriculum training, behavior management training, etc.). Certified staff members work on their on-going personal growth by establishing professional goals through the use of the Marzano Framework while support staff members access various training with regard to behavior management (e.g., Crisis Prevention and Intervention - CPI) and instructional support strategies. We will also provide collaboration time for teachers within the building to observe and provide feedback to one another. Additionally, the climate, culture, and community (CCC) team will continue to review processes to assure teachers are equipped with up-to-date resources to best help themselves (i.e., self-care), students, and families.

School administrators actively pursue highly effective teachers by attending career fairs in local communities, networking with local universities, communicating with district representatives and other principals to develop interview framework, and utilizing a team approach to interview qualified candidates based on work experience and certification. Throughout the hiring process, professional and timely communication is the key. Each teacher new to the profession is assigned a mentor and participates in classroom observations in order to learn and develop effective instructional strategies. New teachers collaborate with their mentors and the New Teacher Liaison on a regular basis. Their input and performance also contribute to the type of professional development they receive in order to meet specific needs.

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	\$26,784 (Behavior Interventionist, Norman Parents as Teachers, Edmentum - partial, Parent Pamphlets)
RSA	\$3,600 (Edmentum - partial)
PTA	\$3500 (Reading Tutoring)
United States Department of Education Departmentalization Study	\$6,309 (Professional Development)
Norman Public Schools Foundation (NPSF) Grants	Fall = \$4,243.41; Spring = \$5541.95 (Awarded in 21-22, materials will continue to be used for 22-23 and beyond)

The Monroe Elementary Title 1 budget values highly qualified and multi-leveled intervention. Staff members at Monroe are trained in the Marzano Art and Science of Teaching protocol. Staff members coordinate the Backpack Food Program provided by the Regional Food Bank to ensure our students receive proper nutrition during time away from school. Our PTA assists in providing additional reading tutoring for students across grade levels. Title 1 funds combined with Reading Sufficiency Act (RSA) funds allow us to purchase Edmentum, which serves as an online language arts and math intervention and enrichment option for all students Kindergarten through 5th grade. Norman Public Schools Foundation (NPSF) grants were awarded to teachers in various grade levels as well during the 21-22 school year (Fall = \$4,243.41; Spring = \$5541.95), and items purchased with these grants will continue to be used for the 22-23 school year and beyond. Funds obtained through the United States Department of Education Departmentalization Study are paying for Kagan training for all staff in August 2022 (\$6,309). All of these programs, grants, and funds are geared toward increasing academic achievement by supporting student needs.

Supplemental programs for Monroe Elementary center on addressing the educational and social needs of those students in the population needing assistance to reach the performance target of state and national standards. The goal of supplemental programs is to focus on areas that will be improved in order to enhance student achievement. Such programs include Title 1 (Reading Remediation, EL – English Learner, Behavior Intervention which focuses on social-emotional and mental health needs), Special Education, Indian Education, Reading Sufficiency, and Enrichment programs. In order to support this system, these funds will be spent on a part-time reading interventionist, a full-time reading interventionist, and one full-time behavior interventionist, as well as highly qualified Pre-Kindergarten teaching assistants to aid in providing interventions to bridge the gaps in learning at an early age.

Students in need of supplemental programs will be identified by using scores from benchmarks and common formative assessments which are given throughout the year, as well as social-emotional screening. Our teachers, counselor, and behavior interventionist also collaborate with administration to identify students who would benefit from additional help. Highly qualified teachers will teach supplemental programs that focus on their area of expertise that are designed to meet the needs of these students.

Monroe Elementary School offers the following supplemental programs:

Academic

Responsive Classroom: Teachers understand child developmental stages and adjust the academic curriculum based on the knowledge of each child's needs. In this developmentally grounded curriculum, a teacher's observations inform how they teach and evaluate, using a variety of paths.

Book Buddies: Each primary grade level is matched with a higher grade level who serve as reading partners.

Adult Mentors: At-risk students are paired with positive adult role models through community resources, Watch DOGS, and Monroe Champions.

Indian Education tutor: Provides services to Native American students.

Social (Affective)

Manyawi!/Global Music: Manyawi! Is an after school opportunity for 4th and 5th grade students to learn music and culture from around the world. Students learn the value of community through activities and service-learning projects. Global Music is comprised of high school students from Norman North and Norman High Schools who participate in their own music and service projects as well as working with Manyawi!

Responsive Classroom: This school-wide approach recognizes that the students' social need for a safe and consistent learning environment must be met before the highest academic success may be achieved.

Teachers and children alike work to achieve the CARES philosophy for academic and social success: Cooperation, Assertion, Responsibility, Empathy, and Self-control.

PBIS: Schoolwide systems in place and monitored by way of referrals and fewer suspensions with a focus on restorative conversations, Schoolwide Common Area routines, and positive celebrations.

Check-In/Check-Out behavior intervention system, student and adult mentors utilize a systematic approach CICO with a focus on two student centered and student initiated goals. (Purchase of CICO materials: notebooks, stickers).

Behavior Interventionist Services: Monroe employs a behavior intervention paraprofessional to provide additional support for students who need Tier 2-3 services. Our Behavior Interventionist has a caseload and provides detailed check-in/check-outs and social-emotional support and guidance related to student-specific goals. They work collaboratively with teachers and administration to monitor student data regarding progress on their individualized goals and adjust interventions accordingly. The presence of a Behavior Interventionist allows our team to be more proactive in addressing student needs.

Student Council: Student class representatives are selected from grades 3-5 and officers are selected from grades 4th-5th. This group meets weekly to learn about leadership and plan various school events and activities.

Big Brothers Big Sisters: Provide mentoring services for at-risk students.

Adult Mentors: Provide mentoring services for at-risk students through community resources, Watch DOGS, and Monroe Champions.

Economically Disadvantaged

School Bell: Teachers may refer students for this program that takes place once per semester. Our most needy students travel with our counselor to a separate location to “shop” for free clothes and other items that will help students feel better about themselves.

Backpack Food Program: We have partnered with Oklahoma Food Bank to support our students who likely would not have three meals a day on Saturday and Sunday. On Friday afternoon, the children are given nutritious food for the weekend in their backpacks.

Clothes Closet: Our counselor maintains a closet of donated items for any student who shows a need.

Clothing Exchange: During parent/teacher conferences, we operate a free clothing exchange. Families may donate and/or receive gently used articles of clothing.

Big Brothers Big Sisters: Provide mentoring services for at-risk students.

Adult Mentors: Provide mentoring services for at-risk students through community resources, Watch DOGS, and Monroe Champions.

XII Program Integration

EL Program

EL teacher assists in the enrollment of Spanish speaking students at the beginning of the year as well as during the year.

EL teacher tests all limited English proficiency students

EL teacher facilitates interpretation for parent/school meetings [IEPs, intervention] as well as Parent/Teacher conferences for non-English speakers

EL teacher facilitates translation of school notices, homework and letters sent home to non-English speaking parent

EL teacher is always available to answer questions from non-English speaking parents

EL teacher serves on district and school wide committees.

EL Teacher plans collaboratively with general education teachers.

Reading and Math Program

Reading interventionists (i.e., specialists, tutor) provide specialized instruction [individually or in small groups] for students needing assistance in reading

Reading interventionists administer reading assessments (through FAST) for students as needed

Teachers provide differentiated reading instruction and utilize Lexia (for reading) and Freckle (for math)

The Title I Committee organizes the Principal’s Reading Challenge

Reading interventionists provide small group instruction at students’ instructional levels.

Reading interventionists provide staff development for faculty regarding administering assessments and instruction.

Reading interventionists serve on district and school wide committees.

Reading interventionists plan collaboratively with general education teachers.

In addition to Title I programs listed above, additional supports come from the following sources:

Student Allocation: These funds are allocated to Monroe on a yearly basis from our school district. The amount of funding is dependent on the student count dated October 1 of the school year. A portion of the funding is designated for special education and gifted education. The remainder is used for material and supplies to support student learning.

Student Activity: These funds are a result of any fundraising activities and donations at the school site that are approved by the Board of Education. The funds can be used at the principal's discretion to support student learning or classroom teacher needs.

Reading Sufficiency Funds: These monies are allocated from the State of Oklahoma for materials and supplies to improve student reading in grades K-3 for those students placed on an Individual Reading Plan.

PTA: These monies are generated by the Parent Teacher Association and are used for classroom teachers to purchase classroom supplies. Other uses for this money are to increase and update technology, support instruction, provide for Guest Artists, and to bring in authors of children's literature.

Norman Parents as Teachers (NPAT) is also utilized throughout the district to aid in parent training and resources.

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.

Monroe will continue to monitor and review the Title I Schoolwide Plan by assuring all decisions are based on what is best for ALL students. This is achieved by having an open door policy to all stakeholders to gain input, analyzing data through MTSS and PLC meetings, collaborating during monthly PTA meetings, organizing weekly faculty meetings, and reviewing and implementing best practices by way of advisory meetings and district leadership learning communities. We also gain input from all stakeholders through various staff, student, parent, and community member surveys and facilitate regular conversations with stakeholders. We also actively make necessary adjustments to assure student learning and progress by looking at all individual student data points as described in the MTSS and PLC process.

Shared leadership teams will continue to analyze data (e.g., benchmarks, classroom assessments, progress monitoring measures) throughout the year to establish focus areas. State assessment data will be reviewed when available in the summer. Teachers will continue with the PLC process and collaborate horizontally and vertically to discuss student assessments, interventions, and data.

Monroe school administrators will schedule a Title I team meeting in the fall semester to review documents and review any assessment data, review the schedule of assessments and curriculum updates. We will schedule a spring meeting to update the team on student growth and analysis of FAST data and also review and update our Title I schoolwide plan. School administrators and the leadership team will work closely with the New Teacher Liaison and mentor teachers to offer support and to build trusting relationships with new teachers. Site administrators will meet regularly with grade level teams, specialists, and shared leadership teams to review available data in order to evaluate and determine where student achievement gaps may be and collaborate on ideas to improve instructional practices across classrooms, grade levels, and content areas. We will also invite curriculum coordinators to attend MTSS and PLC meetings and/or observe in classrooms in order to strategize with regard to improving instructional methods.

Academically, our focus will be on literacy instruction and small group interventions. Our master schedule facilitates the collaborative provision of intervention and enrichment services for students. Through collaboration, regular monitoring of social-emotional functioning, and involvement from our counselor behavior interventionist, we will also work to address mental health and/or trauma-related needs for students, families, and staff.

FAST data in reading and math reflects differences in student performance when analyzed by race, socio-economic status, and qualification for special education. The following figures show disaggregated data for math and reading.



