



**SCHOOLWIDE PLAN**  
*Every Student Succeeds Act, Section 1114*

<b>School Year:</b> 2022-2023
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DATE LAST REVIEWED
<b>Date:</b> May 2021

DISTRICT INFORMATION	
<b>District Name:</b>	Norman Public Schools
<b>County/District Code:</b>	129
<b>Superintendent Name:</b>	Dr. Nicholas Migliorino
<b>Telephone:</b>	405-366-5868
<b>Email address:</b>	nickm@noman.k12.ok.us

SCHOOL INFORMATION	
<b>School Name:</b>	Reagan Elementary
<b>School Site Code:</b>	151
<b>Principal Name:</b>	Tara Stevens
<b>Telephone:</b>	405-366-5994
<b>Email address:</b>	twhite@norman.k12.ok.us
<b>School Poverty Rate</b>	<b>59.82%</b>

INSTRUCTIONS
<p>Each of the five sections of the plan is composed of three parts.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The third part is a text box where narrative answers are to be entered. There is no word or character limit.</li> </ul>



### 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.**

The principal works closely with the PTA to facilitate family and community engagement. There are several events throughout the school year for families to engage in curricular activities, such as, Curriculum Night, Math Night, Fun Run, Family Reading Night, and Gifted and Talented Parent Meetings.

Our Partners in Education(e.g., Sooner Rotary Mentors, University of Oklahoma College of Education students, Cross Pointe Life Long Learner Mentors, and other local businesses) are opportunities for our parents and community to become involved in our school. Future parent/community involvement opportunities are determined with input from stakeholders in the monthly PTA meetings by teachers and parents.

We have an Art night that is organized by a committee once a year. We open up our school and display students Art work in the halls. We also have a local artist come in and help lead activities. We also will have our Math and Reading Night. Math and Reading are held on the same night to increase participation. We have 2 committees of teachers that work together and make a fun and engaging night. Students get to take home a book and a deck of cards for math games.



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**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 early childhood students were weak in phonemic awareness (i.e. deleting final sounds, segmenting words into phonemes, identifying high frequency words, and segmenting sentences into words).

Our intermediate students were weak in spelling, blending and using initial consonant sounds, and segmenting words into syllables. Areas that our early childhood students had strengths were isolating the initial sound of a word, segmenting sentences into words, vocabulary, and recognizing capital and lowercase letters.

Our intermediate students had strengths in decoding words and using suffixes to determine word meaning. Weaknesses for our early childhood students in math included money, time, measurement and fractions. Strengths were comparing and ordering numbers, identifying shapes, and adding/subtracting numbers.

For our intermediate students weaknesses in math were comparing fractions, parallel, intersecting, perpendicular lines, measurement and money. Strengths were fluency, modeling irregular/regular polygons, and interpreting data. FAST Assessments ( BOY, MY, and EOY) Math Benchmarks Progress Monitoring Unit Assessments - Math & Reading Attendance Data Behavior Data • Implement FAST for Student tracking and Interventions

As of October 1, 2021, Reagan Elementary had 475 students, and ended the year with 501. We are projected for over 500 students at the start of next year.

- We served 63.5% Free/Reduced Lunch
- We have a Special education population of 18%
- We have 53% Caucasian Students
- We have 18% Multi-Racial
- We have 14% Hispanic Students
- We have 8% African American Students
- We have 1% Asian Students




**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.**

Each teacher is given district guidelines and scope and sequence for Reading and Math. Reading, math, and behavior intervention meetings are held monthly to discuss specific students and overall data for the building. School benchmark data is also discussed at a minimum three times per year after each benchmark session. Interventions to close gaps are discussed at each intervention meeting throughout the year. All teachers use instructional strategies and activities provided in their curriculum that differentiates to meet specific student learning needs. Teachers group students for small group instruction based on student needs. Math Intervention Meetings, Reading Intervention Meetings, Behavior Intervention Meetings, and Functional Behavioral Assessments/Behavior Intervention Plans.

Grade Level Planning/Collaboration Meetings weekly. Professional development needs for the site are based on reading, math, and behavior data. After analyzing the data, needs are prioritized and individualized plans are developed. The principal, instructional coach, and reading/math interventionists monitor implementation of new and/or continuing programs throughout the year.

### **Professional Development:**

- Growth Mindset
- FAST Overview
- Student Engagement
- Trauma Training
- SPED
- Small group instruction (Bumgartner)
- Conscious Discipline
- Homeless Ell
- PBIS
- Ipad Training
- Choice Board

Workshop for Differentiated support Teacher strategy share during faculty meetings. The principal networks at nearby universities to recruit teachers new to the profession. She also participates in the NPS Job Fair in the spring each year. The principal is an activist for the teaching profession and is able to recruit, hire, and retain high quality teachers. The principal also networks with other administrators in the area when identifying potential teachers for her site. The school also has a New Teacher Liaison that works with teachers throughout the year and meets with them monthly.



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<b>4. Coordination and Integration</b>
<input checked="" type="checkbox"/> 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)] <b>or</b> <input type="checkbox"/> 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)]
<b>Meets Expectations</b>
<ol style="list-style-type: none"><li>1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.</li><li>2. Leverages funding streams to connect the reform strategies developed.</li><li>3. Outlines how the school will meet the intents and purposes of each funding source.</li><li>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.</li></ol>
<b>Developing</b>
<ol style="list-style-type: none"><li>1. Identifies limited resources to improve student outcomes.</li><li>2. Funding streams support some, but not all reform strategies.</li><li>3. Outlines how the school will meet the intent and purpose of some funding sources.</li><li>4. Limited description of how funds will be used to meet the intent and purpose of the programs.</li></ol>
<b>Does Not Meet Expectations</b>
<ol style="list-style-type: none"><li>1. The identified resources are insufficient to impact student outcomes.</li><li>2. Funding streams do not support any of the reform strategies.</li><li>3. Unclear description of the intent and purpose of the funding sources.</li><li>4. Unclear description of how funds will be used to meet intent and purpose of the programs.</li></ol>



**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
RSA Funds	\$3500.00

An intervention system for reading, math, and behavior were developed in collaboration with the site administration and teachers. Shared spreadsheets are maintained throughout the year so that movement of students can be tracked. The staff also requested a system to communicate more effectively with parents about behavior concerns and a behavior communication form has been implemented. Reading and math interventions are discussed at monthly intervention meetings and research based strategies are discussed. These are collaborative decisions that are made between site administration and teaching staff. The meetings are led by the Title I reading interventionist, Janet Usry, and the Math interventionist, Samantha Probst. We have a Reading and a Math meeting once a month. The interventionist will then pull students in a small group to work on focus skills.

**Intervention Programs paid with Title I money**

- Samantha Rose has half of her salary paid for through the Title Budget
- Mastery Connect (3rd-5th grades) 75% is paid for with Title money
- Reading A-Z (Usry)
- Pebble Go Next Native Americans/ States (Ford) Library



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**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.**

Teachers analyze test scores to identify gaps in instruction and curriculum; results are sometimes used to modify units and re-teach skills. School leadership has provided a limited amount and/or a variety of instructional resources for standards-aligned learning activities. Some instructional resources are available.

School leadership and staff analyze data in the targeted areas of the comprehensive school improvement plan but do not always monitor levels of student performance to evaluate the degree of expected impact on classroom practice.

School leadership establishes written policy and procedures to minimize disruptions of instructional time, but they are not fully implemented. Limited structure and support for staff members to use time as a resource to provide quality instruction and maximize student learning. Students have limited access to academic and behavioral support systems.

Title I activities and resources support school goals to improve student achievement. Students have equal access to the curriculum. An assessment program called FAST is used to assess students. A Reading and Math Benchmark assessment is given 3 times a year. The data from the test is examined by classroom teachers, title teachers, and school leadership. The students that fall below the benchmark score are progress monitored to see what intervention they need for academic success. The test is given again in the middle of the year and then again at the end. Teachers are given goals to increase each student's score by 10% or move them up one level. The State Assessments are examined for standards that were not mastered. The standard is then studied and analyzed by classroom teachers, title teachers, and school leadership. A plan is made for improvement. The staff is given a goal for a 10% increase on the State Assessment. At the end of each year the test score with the names of students and their scores are given to the next year's classroom teacher. They look for their students to see who needs interventions immediately.



**(Revised 5-16-2022)**