



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-2024

DATE LAST REVIEWED
Date: 5/16/2023

DISTRICT INFORMATION	
District Name:	Norman Public Schools
County/District Code:	I29
Superintendent Name:	Dr. Nicholas Migliorino
Telephone:	405-366-5868
Email address:	nickm@normanps.org

SCHOOL INFORMATION	
School Name:	Truman Primary
School Site Code:	165
Principal Name:	Kristie Eselin
Telephone:	405-366-5950
Email address:	keselin@normanps.org
School Poverty Rate	55.56%

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.

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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.

Truman Primary is a PreK-2nd grade campus that serves students in southwest Norman. Classes include full day PreK, Kdg, 1st and 2nd grades as well as 6- 3rd and 4th grade students in our Multiple Disabilities program. Additional classes include a Resource/Special Education classroom as well as an Autism program. Besides classroom teachers, our staff includes a school counselor, speech, reading specialist, remediation specialist, gifted program coordinator, teacher librarian and those who teach Music and PE. Truman Primary also has support in place for our English learners and Native American students and we provide additional assistance with paraprofessionals in our special education department and PreK classrooms.

Specific strategies for increasing family and community involvement will be identified and implemented for the school year 2023-2024. Meetings will be held at the beginning of the year with Truman Primary's leadership team, staff members and parents to make any revisions to various aspects of the plan including budget and funding programs, materials and services needed along with scheduling student and family events.

Truman Primary will consider the following when identifying ways to increase family and community involvement:

- Surveys- climate surveys from parents, students and staff, "after event" surveys to gather input after a school event
- Communication school wide and by individual staff members
 - student progress and classroom happenings
 - school wide events and activities



- Plan family events with an academic focus
- Participation in Curriculum Night and Parent/Teacher conferences
- Volunteer participation- recruitment of PTA and parent volunteers, Partner In Education collaboration, other community agencies
- Chronic absenteeism
- District Site Goal process- goals and action steps created to focus on academic needs as well a focus on increasing family engagement and participation
- Providing resources, materials and strategies to increase continued learning at home ●
- School wide recognition and celebration of student achievement

Parents and guardians were invited to the building during the 2022-2023 school year for parent meetings, conferences, and a family engagement event. As we move forward with outreach for the upcoming school year, parental and other stakeholder input will be ongoing and we will provide opportunities for collaboration before events and programs. We will also monitor attendance and obtain feedback by providing surveys after a specific event is held.

Truman Primary offers a variety of ways parents can be involved in decision making efforts. Parents are invited to join PTA committees, hold a board position or attend General PTA meetings. We have parent representatives on school site committees such as Reading, Health and Safety, Title 1 and Gifted and Talented. Each of these opportunities allows parents to interact and collaborate with staff members throughout the school year.

The mission of Norman Public Schools is to prepare and inspire ALL students to achieve their full potential. As our student demographics continue to change at Truman Primary, we feel it is important that our mission and vision is a reflection of our current student population, student needs and goals, and is in line with the core beliefs of our district. We will continue to evaluate the mission and vision of Truman Primary as we revisit the core values and beliefs of our staff, students and parents.

Truman Primary provides opportunities for the participation of all Title 1 parents, including those with limited English proficiency. 19% of our student population is Hispanic so this is our largest subgroup of families needing assistance. We provide documents and information in a format and language that these parents and others can understand. Title 1 documents such as our Learning Compact and Parent Involvement Policy are also provided in Spanish. Our EL teacher provides regular communication with these families and she sends additional messages about upcoming events and school or classroom happenings. Interpreters are provided at parent meetings, curriculum nights, IEP meetings and other events when needed. Teachers use the translation feature in School Status to send messages to non English speaking parents.



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.

Teams from Truman Primary will use performance and non-performance data to analyze and support decisions and revisions to the school wide plan as needed from the following sources:

- FAST benchmark scores in both reading and math

- FAST progress monitoring performance
- PreK and Kindergarten Progress Reports
- student demographics
- daily attendance calculations
- chronic absenteeism percentages
- discipline referrals
- input from students, staff, parents from climate and "after event" surveys

FASTBridge is the assessment tool our district uses for reading and math benchmarks throughout the year.

End of year Early Reading data shows:

- PreK- 32% of students scored in the Some Risk/High Risk range
- Kdg- 51% of students scored in the Some Risk/High Risk range
- 1st grade- 58% of students scored in the Some Risk/High Risk range

End of year aReading data shows:

- 1st grade- 59% of students scored in the Some Risk/High Risk range
- 2nd grade- 43% of students scored in the Some Risk/High Risk range

End of year Early Math data shows:

- Kdg- 32% of students scored in the Some Risk/High Risk range
- 1st grade- 33% of students scored in the Some Risk/High Risk range

End of year aMath data shows:

- 1st grade- 48% of students scored in the Some Risk/High Risk range
- 2nd grade- 38% of students scored in the Some Risk/High Risk range



Based on this Reading data, staff reports students strengths are word segmenting, sight words, concepts of print and alphabet knowledge. Areas that need improvement include phonemic awareness, fluency, summary, details, onset and rhyme.

End of year Math data shows areas of strength as number sense, counting and number recognition. Once again, the concepts showing weakness include computation, place value, fractions, geometry, time and money. Subgroups identified in both academic areas showing lowest performance are those identified as special education and English language learners- primarily Hispanic.

Over the past few years since Covid-19, Truman Primary's end of year attendance percentage has slightly increased to 93.45%. We have identified 113 students who were considered chronically absent with the highest percentage of students being in Kindergarten and 3 of our most medically fragile students in the Multiple Disabilities program.

Truman Primary has diversity on our campus and student demographics are as follows: 51% Caucasian, 19% Hispanic, 16% 2 or more races, 14% African American, 7% Asian and 4% American Indian. 16% of our students are identified as special education and we have 7 students in 2nd - 4th grades in our Multiple Disabilities Program.

Discipline data reflects 52 office referrals resulting in 1 out of school suspension. When referrals were broken down by grade level the following was detected: PreK- 15, Kindergarten- 18, 1st grade-17, 2nd grade-2. The subgroups with the most referrals were Caucasian males.

According to our climate surveys, parents feel welcome at our school and report that they are provided with effective communication and information about their child's progress. Students feel safe while at school and say the best part of Truman Primary is the teachers and the learning that happens each day. Truman Primary staff members shared ideas for additional instructional materials and resources and expressed the need for continued training on behavior strategies, grade level standards, small group instruction and interventions.

The data outlined above will support the action steps in moving forward with Truman Primary's Schoolwide Title 1 Plan. The leadership team will collaborate at the beginning of the 2023-2024 school year to identify the priorities and create a plan for improvement. This process will include input from staff during PLC meetings, monthly intervention meetings and staff meetings. The team will solicit input from parents through surveys and from those parent representatives on various school or PTA committees. Based on the data collected, we will identify those students who need



the most help and how we will plan to best meet their needs. The following recommendations will continue to be a point of focus during the collaboration and planning for the upcoming school year:

- grade level schedules will reflect the instructional timeline expectations provided by district and state
- timeline and process to implement FAST progress monitoring between benchmark assessments
- research based interventions to help move students from Tier 2 or Tier 3 in both reading and math or increase student growth to “typical” or “aggressive” as determined by the FAST assessment
- professional development to focus on academic interventions, small group instruction, behavior strategies and working with economically disadvantaged children ● attention to student attendance- those identified this year as chronically absent especially in PreK and Kindergarten
- revisions to schoolwide PBIS lesson plans to increase Tier 1 behaviors
- Conscious Discipline strategies in all instructional areas
- strategies for Tier 2 and Tier 3 behaviors
- implementation of a standards based report card in 1st grade



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.

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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.

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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.

Truman Primary plans to implement strategies that strengthen the academic program in our school and address the needs of all children, particularly the needs of those students not meeting the state standards. Goals for literacy and math include increasing the % of students in Tier 1 or scoring as Advanced or Low Risk at each grade level as determined by the FASTBridge benchmark assessment. In order to achieve this, a variety of strategies and interventions will be implemented with an emphasis on continued progress for IEP and EL students. The following will be considered as our leadership team, staff and other stakeholders meet to revise the Schoolwide Title 1 Plan:

- personnel to provide targeted small group or individual instruction
full time Reading Specialist, part time Remedial Specialist, academic tutors
- interventions focused on identified areas of need in reading- phonemic awareness, fluency, summary, details, onset and rhyme
- interventions focused on identified areas of need in math- computation, place value, fractions, geometry, time and money
- continued implementation of Haggerty Phonemic Awareness curriculum
- continued implementation of LETRS reading strategies with hands on materials provided in classroom reading kits
- Really Great Reading strategies provided by Reading Specialist and Resource teachers
- Kathy Richardson materials used for math intervention activities
- collection and analysis of ongoing data through FAST progress monitoring
- purchase of supplemental materials and resources from Title 1, RSA and PTA funds
- Family Fun Nights planned with an academic focus
- enrichment opportunities for all - STEM, MakerSpace, robotics, Guided Inquiry

Truman Primary will continue to provide a learning environment where students feel safe and ready to learn. Communication with parents will be a focus as we familiarize parents with the curriculum used, ideas to support student learning at home, and student academic and behavioral progress. Collaboration with PTA will exist to plan and provide family fun events like Fun Run, Turkey Bingo and Blacktop Bash with food and activities for all. We will work to increase involvement and attendance at academic events such as Math/Reading Nights by providing opportunities for students to interact with families and obtain materials for continued learning and practice at home. Truman Primary will continue to implement school wide expectations and common language throughout our building. School wide implementation of Conscious Discipline strategies will continue with the expectation of staff providing “safe places” in each learning



for students.

Truman Primary will increase its average daily attendance (ADA) rate to meet or exceed 95% for the 2023-2024 school year. Attendance data indicates that we will identify the students who are chronically absent and monitor their days away and assess any particular needs. Campus leadership will monitor overall rate and individual students on a monthly basis during PLC and intervention meetings. Outreach to PreK and Kindergarten families will focus on the importance of creating good school attendance habits. We will reach out to families of students who are tardy on a regular basis to express concerns that this tardiness can have a direct impact on learning.

Various forms of strategies to recruit and retain effective teachers is evident at our site. New teachers are assigned mentors and other support opportunities are provided by the principal, grade level teams, New Teacher Liaison and NPS district. Efforts for common plan times, vertical team discussions and peer observations provide staff with the chance to collaborate with and learn from other professionals in the building. Staff development opportunities will focus on processes of Conscious Discipline, the progress monitoring piece of FASTBridge, English Language Arts and Math curriculum, Oklahoma Academic Standards, SeeSaw online platform and other topics as identified in the needs assessment survey.



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

● Reading Sufficiency Act (RSA) funds \$4,000

● Site Allocation \$3,000 approx.

● PTA Student Achievement Funds \$1,000

● NPS Foundation Grants \$2,500 approx.

Truman Primary will meet the academic needs of our PreK-2nd grade students by implementing instructional strategies from classroom teachers as well as other specialists throughout the

building. Instructional materials, support programs and human resources will be provided by various sources including funds from Title 1, RSA, Truman PTA, Norman Public School Foundation grants and Truman Primary's site allocation budget. These financial resources will be combined

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together with support of volunteers from Truman PTA, Big Brothers Big Sisters and other community partnerships.

The focus of a Title 1 program is to improve the academic performance of underprivileged students in our building. Title funds are going to be used to continue to provide a full time Reading Specialist and part time Remedial Interventionist to work with identified students and also be a resource for staff members. Along with academic tutors, 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 or those students scoring Some Risk or High Risk on benchmark assessments. 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, decodable readers, learning center activities and small group or individual student tutoring.

PTA members continue to invest in our school by providing volunteers and financial support. We will continue to reach out to parents to assist in classrooms during instructional times as well as volunteers at school wide functions. Funds are provided to each classroom teacher to use on teaching materials to enhance daily instruction. Remedial, special education and enrichment programs also benefit from additional financial support. Additionally, Truman PTA's focus is to assist with the academic needs of our students, so funds designated for student achievement are also provided. These funds will be spent on items needed for grade level instruction, intervention materials, technology or other supplemental resources.

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



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.

Truman Primary staff members, parents and community stakeholders will monitor and adjust implementation of our Title 1 Schoolwide Plan on a regular basis. Our leadership team will meet quarterly to examine how students are performing as well as evaluating other aspects of the plan. As part of the monitoring and revision process, staff will collaborate during PLC meetings, monthly grade level intervention meetings, PBIS and Conscious Discipline committees, and other staff collaboration meetings.

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Teams from Truman Primary will use performance and non performance data to analyze and support decisions and revisions to the school wide plan as needed from the following sources:

- FAST benchmark scores in both reading and math

- FAST progress monitoring performance
- mastery of standards and concepts targeted in individual or small group interventions
- PreK and Kindergarten Progress Reports
- daily attendance calculations
- chronic absenteeism percentages
- discipline referrals
- input from students, staff, parents from climate and after events surveys

District administration will also be part of our evaluation process. Truman Primary principal will share site goals and action steps with district administrators and curriculum coordinators. Throughout the year, district curriculum coordinators and others will conduct school wide walkthroughs to offer guidance to staff and look for evidence of strategies and implementation of action steps described in established site goals. Any necessary training will be provided by district leadership targeting specific grade levels or whole school needs. Curriculum coordinators are invited to attend PLC meetings to share updates, assist with programs and help analyze specific data.

Based on evaluations and review of Truman Primary's Schoolwide Plan, revisions will be made as found necessary to ensure that all students are provided with opportunities to meet the standards outlined by each grade level. Site leadership, staff and other stakeholders will be part of this revision process and any updates or changes will be shared with parents at PTA meetings.

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