Truman Elementary School
SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023 - 2024

DATE LAST REVIEWED
Date: 05/04/2023

DISTRICT INFORMATION	
District Name:	Norman Public Schools
County/District Code:	I29
Superintendent Name:	Dr. Nick Migliorino
Telephone:	405-366-5868
Email address:	nickm@norman.k12.ok.us

SCHOOL INFORMATION	
School Name:	Truman Elementary School
School Site Code:	155
Principal Name:	Sara Adams
Telephone:	(405)366-5980
Email address:	sadams@norman.k12.ok.us
School Poverty Rate	**52.85%**

INSTRUCTIONS
Each of the five sections of the plan is composed of three parts.   ● The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met.   ● The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under "Meets Expectations." Corresponding points under the headings "Developing" and "Does Not Meet Expectations" are provided for the sake of clarity.   ● The third part is a text box where narrative answers are to be entered. There is no word or character limit.

1. Parent and Community Stakeholder Involvement

☐ By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESSA, Section 1114(b)(2)]
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA, Section 1114(b)(4)]
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]

Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I schoolwide plan.
3. The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.
4. The Title I schoolwide plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.
4. The Title I schoolwide plan is posted in English on the school's website.

Addressing the above expectations, describe in the box below the strategies to increase family and community stakeholder involvement.

Truman Elementary serves students in southwest Norman. Our school offers classes for third through fifth grade, two resource classrooms, and one autism classroom. Additional resources include our school counselor, reading specialist, remediation specialist, a gifted program coordinator, a library media specialist, and three staff members in Music and Physical Education, speech, OT, and PT services. Truman also has support for our Native American students and English learners, as well as paraprofessionals who assist in our special education department.

The mission of Norman Public Schools is to prepare and inspire ALL students to achieve their full potential. Norman Public Schools are committed to achieving excellence through our core values of integrity, inclusiveness, collaboration, and optimism. At Truman Elementary, our vision is to continue to build upon a highly collaborative, student-led atmosphere and celebrate all types of student growth.✔

At Truman Elementary School, specific strategies will be utilized to increase involvement of all families and community stakeholders. Meetings will be held throughout the year with our Leadership team, staff, and parents to discuss the need for any necessary revisions specific to the plan. We will consider the following when identifying ways to increase family and community involvement:

- Surveys and conversation to get feedback from staff and community on what we do well and what may need improvement
- Communication from the principal, counselor, and all staff members to keep families informed of current and past events, needs, and classroom happenings
  - Sending out in English and Spanish
- Family events with academic focus and community involvement
- Participation in events, including parent/teacher conferences (good participation in the fall and spring, primarily student-led conferences for spring)
- Volunteer participation
- Site Goals
  - Focus on reading: Decrease the percentage of at-risk and high risk students on FAST AReading scores. Increase percentage of on grade level lessons passed with online learning programs. Focus on school-wide reading expectations.
  - Focus on math: Decrease the percentage of at-risk and high risk students on FAST AMath scores. Increase percentage of on grade level lessons passed in online learning programs.
  - Focus on chronic absenteeism: Continue with full house celebrations, and recognition for quarterly perfect attendance. Continue with letters home regarding chronic attendance. We know this has to be more of an emphasis. Individual goal setting.

This plan has been created based on needs from the 2022-2023 school year. The Title I Schoolwide Plan will be presented to school staff, parents, and community via meetings and digital communication. This information will also be made available through the parent newsletter and district webpage. Documents and information sent to parents will be 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. The data that is reviewed is, but not limited to: FAST math and reading benchmarks and progress monitoring; School Status At Risk Report: attendance data, State Testing data, grades, identified IEP/504, Title I, Behavior referrals, CogAT scores, and statistical data from Imagine Math and Savvas Reading reports. We meet bi-monthly to discuss high-risk students in both academics and behavior based on the data listed above.

FASTBridge is the assessment tool our district uses for reading and math benchmarks throughout the year. We also have our end of year state assessment data.

Mid Year 2022-2023 FASTBridge Data for our school as whole:

- aReading - 31% of our student population scored in the Some Risk/High Risk range (end of year 21-22 was at 33%)
- aMath - 33% of our student population scored in the Some Risk/High Risk range (end of year 21-22 was at 34%)

End of Year 2022 State Assessment Data (percentage of students who scored proficient or advanced):

- ELA
    - 3rd grade - 40%
    - 4th grade - 29%
    - 5th grade - 35%

- Math
    - 3rd grade - 45%
    - 4th grade - 37%
    - 5th grade - 38%

We have a Remediation Interventionist to work with at-risk students in both reading and math. We will continue to use the district benchmark assessments to monitor student growth. We will also be implementing the standards based assessments through Savvas (district ELA curriculum) as well as Imagine Math which provides standards based reports for math.

Our attendance average at the end of the 2021-2022 school year was 90.74%. At the beginning of May 2023, our attendance average was at 95.17%. As a school, we will continue to put procedures in place to promote and celebrate attendance, especially after seeing the success of our efforts from the 22-23 school year.

As this is our first year being a Title I school, we will work to implement climate surveys in order to get a better understanding of our school and community strengths and needs. This information will assist to build a cycle of continuous improvement.

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<tr><td>3. Schoolwide Plan Strategies</td></tr>
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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 provides a well-rounded curriculum for math and reading. Instruction at Truman Elementary is offered in a variety of ways, including: whole group instruction, small group instruction, and one on one instruction. We will continue to work to implement strategies that strengthen the academic program in our school and address the needs of all children.

We will be utilizing multiple sets of data to get a baseline, as well as to continually monitor student progress. Our district benchmark, FASTBridge, will be used three times a year, as well as weekly for progress monitoring, in both math and reading. For additional information, we will be utilizing standards-based data from both our Savvas reading curriculum, the Imagine Math program, and Imagine Reading program.

Our Reading Specialist will use the FASTBridge data to create groups for small group instruction. She will focus on the students who fall below the fall benchmark. Our Remediation Interventionist will also have small group reading instruction based on performance data, but will have a stronger focus on the students who fall below in math.

There are also additional supports provided for our students at Truman. Our English Language teacher works with our English learners on a weekly basis to provide help with classroom instruction as well as enhance their knowledge of the English language. Our counselor provides SEL (socio-emotional learning) lessons to every class throughout the year. She also hosts several support groups based on student needs.

Truman Elementary has a very comprehensive Intervention process. The principal, counselor, and school psychologist meet with classroom teachers every other week to talk about academic and behavioral needs and concerns of students. We work through the existing data, create action steps as needed, and revisit at the next meeting to revise as needed.

Site professional development continues throughout the year. In our PLC (professional learning community) meetings, we will focus on what we want students to learn and what our plan is to get them there. We will also use funds for collaboration days to spend time diving further into data throughout the year.

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
RSA Funds	3500
Site Allocation	
PTA Student Achievement Funds	1000
NPSF Grants (will be updated if grants are awarded)	
OETT Grant	40,000

Truman Elementary will meet the academic needs of our 3rd-5th 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 resources including funds from Title I, RSA, Truman PTA, Norman Public Schools Foundation grants and Truman Elementary's site allocation budget. These financial resources will be combined together with support of volunteers from Truman PTA and other community partnerships.

The master schedule for the 2023-2024 school year will reflect instruction for students at each tier level in both math and reading. There is a designated pull out time for each grade level in our master schedule. During this time, students get support from the Reading Specialist, Remediation Interventionist, Gifted Resource Coordination, Resource, and EL teachers. Students remaining in the classroom also get instruction tailor-made for them by the general classroom teacher.

The Title I program focuses on the improvement of academics of underprivileged students in our building. Title I funds will be used to provide a full time Remediation Interventionist to work with identified students. The interventionist will also be a resource for staff members.

Truman Elementary 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 and academic behavioral progress. Collaboration with PTA will exist to plan and provide family fun events like Jog-a-Thon and Turkey Bingo. We will promote attendance at school wide events by providing opportunities for students to interact with families to showcase learning.

We are also excited to have our OETT/K20 grant for technology funded. This will bring an additional $40,000 worth of technology into our building. With these funds, we are purchasing a laser engraver and materials, VR/AR headsets, Chromebooks, Apple pencils, and Chromebooks. We will engage in professional development throughout the year to help us learn how to fully engage our students with this technology and to create authentic learning projects.

Once funding from the sources described above is in place for the upcoming school year, Truman Elementary leadership, 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.

At Truman Elementary, this plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet academic standards. Our leadership team will meet throughout the year to examine how students are performing and adjust for any necessary actions. We will also discuss data and necessary revisions during our monthly PLCs, bi-monthly Intervention meetings, and staff meetings as needed.

Data to be reviewed is as follows:

- FASTBridge benchmarks in the fall, winter, and spring
- FASTBridge progress monitoring
- Savvas standards based assessments for ELA
- Imagine Math standards based performance reports for Math
- Imagine Reading standards based performance reports for ELA
- Discipline referrals
- Chronic absenteeism percentages
- State testing reports in Math and ELA

The data and necessary revisions made will also be shared by the principal with district-level leadership, with parents at PTA meetings, and during Title I meetings.