



Washington Elementary
SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year:2022-2023

DATE LAST REVIEWED

Date: 5/16/2022

DISTRICT INFORMATION

| | |
|------------------------------|-------------------------|
| District Name: | Norman Public Schools |
| County/District Code: | 129 |
| Superintendent Name: | Dr. Nicholas Migliorino |
| Telephone: | 405-366-5868 |
| Email address: | nickm@norman.k12.ok.us |

SCHOOL INFORMATION

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|----------------------------|---------------------------|
| School Name: | Washington Elementary |
| School Site Code: | 160 |
| Principal Name: | Dr. Lori Connery |
| Telephone: | 405-366-5984 |
| Email address: | lconnery@norman.k12.ok.us |
| School Poverty Rate | 48.28% |

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.



OKLAHOMA
Education



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.

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. Strategies that will be implemented in the 2022-2023 school year will include:

- Administer parent, student and staff surveys to gather feedback in order to inform decisions and development of Title I plan.
- Communication strategies such as classroom/grade level newsletters, school google calendar, bulletin boards in lobby, web-pages, emails, online gradebook, progress reports, quarterly report cards, student led conferences, Blackboard, Infinite Campus, School Status, Seesaw, NPS mobile school app, PTA emails/facebook, PTA meetings, Washington facebook, marquee, Thursday folders, Peachjar, phone calls, home visits, parent face to face contacts, and Title I parent meeting. Materials can be provided in other languages and interpreters are available for families.
- School staff provides frequent, timely, and accurate updates of student academic, behavioral, and attendance information, working to provide consistent communication and feedback. Cumulative records are maintained per child. Technology resources (Infinite Campus, Seesaw, FAST, etc.) provide support for sustaining an accurate student record system.
- Recruitment of volunteers & Partners in Education- current community partners include First United Bank, Floyd's RV, NPS/PTA volunteers, Big Brothers Big Sisters.
- Events/Activities include: Curriculum Night, Parent/Teacher Conferences, Student led conferences, Back to School Night, Math Night, Literacy Night, monthly PTA meetings, Eagle Run, Awards Assemblies Veterans Day Celebration, Bingo Night, Movie Night, Super Kids Day, Book Fairs, Share Fair, music programs, 5th All City, 5th Grade Promotion, Fall, Winter, Valentine's Parties, Bedtime Stories with the Book Club/AP, Various field trips
- Target chronic absenteeism and overall attendance by increasing communication and supports

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. Strategies that will be implemented in the 2022-2023 school year will include:

- Development and monitoring of the Title 1 Schoolwide Plan
- Annual Title 1 presentation
- Annual Review of Parent Involvement Policy, School-Parent Compact, School-wide Plan Parents are invited to join committees including Safe/Fit/Health Committee, PTA, Title I.
- Shared decision making occurs among all staff at leadership team meetings and by soliciting feedback through surveys.
- Collaborate with parents via PTA to make decisions and plan for various school activities throughout the year.

The school vision and mission for student success has been collaboratively developed based on beliefs and values of the school community. Strategies that will be implemented in the 2022-2023 school year will include:



- Survey parents to identify their ideal school and quality instructional program.
- Modify the mission and vision statement (School of our Dreams) based on parent feedback.
- Solicit feedback about the mission and vision statement (School of our Dreams) at the Title I Parent meeting held at the beginning of the school year.
- Identify strategies to improve communications/visibility of vision/mission.

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. Strategies that will be implemented in the 2022-2023 school year will include:

- The Title I plan is linked on the school website.
- Translate Title I plan to Spanish.

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 comprehensive needs assessments 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.

Data Sources include the following:

- Performance Data- state & district assessments: OSTP, FAST math and reading benchmarks, FAST progress monitoring, school and classroom data: Happy Numbers, Reflex Math, Smarty Ants, unit assessments
- Non-Performance- attendance, demographic data, PBIS, Parent Teacher Conferences %, volunteer hours
- Process Data- Title plan and budget collaboration and review, Master schedule/Intervention schedule review, PLC process review
- Perception Data- Climate surveys, district staff development survey

Our comprehensive needs assessment 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).

Our comprehensive needs assessment examines student, teacher, school and community strengths and needs.

21-22 Performance Data:

Based on the review of Spring 2021 Reading and Math OSTP achievement data areas of relative strength include:

- 85% of 3rd grade students met RSA criteria
- Comprehension - Gr. 1-5
- Comprehension skills of Asian, Native Hawaiian or Other Pacific Islander, multi-racial and white students - Gr. 1-5
- Number and Operations
- Algebraic Reasoning
- Geometry & Measurement
- Data & Probability

Based on the review of Spring 2021 Reading and Math achievement data areas of need include:

- Reading/Writing Process
- Critical Reading/Writing



- Vocabulary
- Research
- Comprehension skills of Native American or Alaska Native and Black students

FAST Mid Year Data

- Highest risk is IN
- MULTI has the highest average in advance and low risk.
- Celebration that about 75 % of HI are showing growth
- Overall we are performing well compared to the district.
- 33 BL 53 HI 16 IN 48 MULTI AS 10 WH 212 (students in each)
- Significant difference when it comes to the high risk and advanced in concern to kids who have reduced lunch
- 40 high risk kids that are reduced lunch

Happy Numbers Data

- Shows growth for students who are using it.

Reflex Math Data

- Shows growth for students who are using it.

21-22 Process Data

Will send out End of Year Survey to gather feedback from staff

21-22 Non-Performance Data

Attendance Data

- School average (year to date) of 90%
- ADA by Race
 - WH 90.89%
 - HI 91.53%
 - Multi 89.95%
 - BL 87.79%
 - IN 88.35%
 - AS 93.57%
- # of chronically absent students - 63
- Chronically absent by race
 - WH 12%
 - HI 9%
 - Multi 14%



- BL 23%
- IN 19%
- AS 0%
- Chronically absent by gender
 - F 9%
 - M 10%
- Chronically absent by Free/Reduced lunch status
 - No 5%
 - Yes 16%
- Chronically absent by SpEd status
 - No 10%
 - Yes 8%
- Chronically absent by ELL status
 - No 10%
 - Yes 9%

Demographic Data

- Enrollment
 - 499 Students
- Race
 - WH 56.71%
 - Multi 14.03%
 - HI 13.43%
 - BL 7.82%
 - IN 5.21%
 - AS 2.81%
- Gender
 - F 47.49%
 - M 52.51%
- Special Education
 - No 80.56%
 - Yes 19.44%
- Free/Reduced
 - No 51.72%
 - Yes 48.28%
- ELL
 - No 95.39%
 - Yes 4.61%
- Gifted
 - No 75.95%
 - Yes 24.05%



Behavior Data

- Total # of students with infractions - 49
- # of students with 3 or more infractions - 10
- Gender breakdown of students with 3 or more infractions
 - M 100%
- Racial breakdown of students with 3 or more infractions
 - WH 66.67%
 - BL 22.22%
 - HI 11.11%
- Students with 3 or more infractions by Free/Reduced lunch status
 - No 33.33%
 - Yes 66.67%
- Students with 3 or more infractions by SpEd status
 - No 22.22%
 - Yes 77.78%
- Students with 3 or more infractions by ELL status
 - No 100%
- Total # of infractions - 110
- Infractions by type
 - Unruly conduct 43.64%
 - Unsafe conduct 23.64%
 - Bus misconduct 9.09%
 - Fighting 4.55%
 - Threats (written, verbal, physical) 2.73%
 - Disruptive behavior 2.73%
 - Obscenity/Profanity/Vulgarity 1.82%
 - Failure to comply 1.82%
 - Bullying 1.82%
 - Theft 0.91%
 - Harassment 0.91%
- Infractions by consequence
 - Call parent 40%
 - Suspension (out of school) 15.45%
 - Conference w/ student 15.45%
 - Suspension (in school) 9.09%
 - Other 7.27%
 - Detained in office 6.36%
 - Conference with parent 1.82%
 - Detention 1.82%
 - Letter to parents 0.91%



Parent Teacher Conference Data:

| GRADE | Conferences Held on 3/10/2022 | Conferences Held on 4/14/2022 | Conferences Held Other Times | Percentage by grade | Percentage of entire school | Student Count |
|---------------|----------------------------------|----------------------------------|---------------------------------|------------------------|--------------------------------|---------------|
| Pre-K | 7 | 1 | 20 | 96.55% | | |
| Kindergarten | 48 | 14 | 2 | 82.05% | | |
| First Grade | 41 | 17 | 8 | 92.96% | | |
| Second Grade | 45 | 7 | 18 | 92.11% | | |
| Third Grade | 84 | 22 | 8 | 129.55% | | |
| Fourth Grade | 44 | 10 | 4 | 79.45% | | |
| Fifth Grade | 45 | 2 | 0 | 52.81% | | |
| TOTAL: | 314 | 73 | 60 | | 88.69% | 504 |

21-22 Perception Data

The Spring 2021 district professional development survey data identified the following topics as areas of teacher need/interest:

- EveryDay Math Centers
- FAST Progress Monitoring
- iPad and Apple training
- New Social Studies and Science Curriculum
- New ELA Standards
- Culturally Responsive Education
- Teaching for Equity
- Teaching with Technology
- Working with Advanced Learners
- Student Voice/Choice
- Trauma Informed Teaching
- Literacy Strategies in the Content Area

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.

Priorities at Washington include:

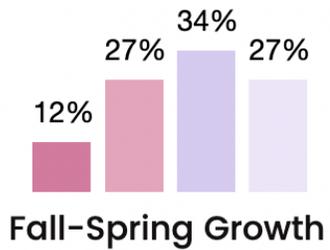
- Focus on data driven decisions to close or enhance achievement gaps
- Choosing curriculum and/or programs to close or enhance achievement gaps
- PBIS
- School Safety
- Community Building
- Social Emotional Learning
- Celebrating Student Success

Evidence shows that the school’s Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students in general.

Will add OSTP trend data once 2022 scores are final

FAST Growth Data:

**Growth Of All Students In Group
By Benchmark Categories: ?**

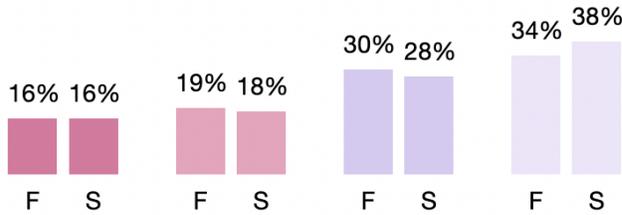


Student Growth %ile:





Scores Of All Students In Group
By Benchmark Categories: ?



Student Score:

- !!! high risk
- ! some risk
- low risk
- ★ Advanced

Median Student

Grade Level



Fall Score

Spring Score

| Grade Level | Fall Score | Spring Score |
|-------------|-----------------------|-----------------------|
| KG | 396 0 0 100 0(%) | 489 0 0 0 100(%) |
| ONE | 437 33 15 34 18(%) | 469 24 22 27 27(%) |
| TWO | 472 10 31 39 20(%) | 493 17 26 26 31(%) |
| THREE | 498 22 22 19 37(%) | 513 21 13 29 37(%) |
| FOUR | 516 13 11 27 49(%) | 526 11 14 23 52(%) |
| FIVE | 522 7 17 35 41(%) | 531 8 18 35 39(%) |

Student Score:

- !!! high risk
- ! some risk
- low risk
- ★ Advanced



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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.

Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs. Strategies that will be implemented in the 2022-2023 school year will include:

- During the 2022-2023 school year PLC's will meet regularly with a focus on establishing a guaranteed and viable curriculum for all students.

The school provides multiple opportunities and evidence-based interventions for students in need, and addresses the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning. Strategies that will be implemented in the 2022-2023 school year will include:

- Teachers collaboratively analyze tests scores and monitor student performance levels to identify gaps in instruction/curriculum, use the results to modify units of study, and re-teach as appropriate (occurs regularly)
- Use of Happy Numbers in grades 1-3 to teach and reinforce basic math concepts.
- Use of Phonics Dance to grades PreK-2.
- Use of Heggerty in grades PreK - 3.
- Use of Smarty Ants in grades PreK-3.
- Use of Reflex Math computer based program for 2nd - 5th grades to help with fact fluency
- Implement new ELA curriculum, including the writing portion of the curriculum

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. Strategies that will be implemented in the 2022-2023 school year will include:

- Big Brothers/Big Sisters meet with students.
- Partner with community mental health counselors
- Second Step Curriculum
- Behavior teacher supports

The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services. Strategies that will be implemented in the 2022-2023 school year will include:

- PBIS Behavior Supports
- Tiered Behavior Matrix
- Tier 3 MTSS/Building Level Monthly Meetings

The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports. Strategies that will be implemented in the 2022-2023 school year will include:

- Continue regular MTSS meetings to provide timely intervention for students. Benchmarks will be administered, MTSS meetings held and student skills/standards are identified for intervention. Students will be placed in tiers and timely systems of support will be put in place. Ongoing progress monitoring occurs. This is an on-going, flexible process and reviewed/revised as needed to better serve students.

The school offers a range of extended learning opportunities within and beyond the school day and the school year. Strategies that will be implemented in the 2022-2023 school year will include:

- District Summer School
- District Summer Enrichment Camp
- AlphaBest Before/After School Extended Learning

Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. Strategies that will be implemented in the 2022-2023 school year will include:

- District advisory board meetings are held regularly to discuss best practices and share important information.
- Several teacher are completing LETRS training.

The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects. Strategies that will be implemented in the 2022-2023 school year will include:

- Recruitment of highly qualified teachers occurs primarily through participation in career fairs.
- Host student practicums and pre-intern students.
- Work on positive branding through social media and newsletters.
- Mentoring for 1st year teachers and new to Norman teachers



- Teachers are part of a Professional Learning Community and share in decision making processes related to teaching and learning.
- Teachers have autonomy to be creative and make informed decisions about instruction in their classrooms.
- Efforts are made to build community, celebrate successes, and maintain a positive and inclusive climate.
- Staff receive ongoing professional learning based on site and individual needs.



4. Coordination and Integration

By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided. [ESSA, Section 1114b(5)]

or

By checking this box, the school principal certifies that, if State, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESSA, Section 1114b(7)(B)]

Meets Expectations

1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.



Addressing the above expectations, complete the table below. Then, describe in the box below the ways in which funds are to be braided the Title I schoolwide program.

| | |
|---------------------------|-------------|
| Reading Sufficiency Funds | \$3500.00 |
| Title I Funds | \$31,992.00 |
| Reading Specialist | \$51,256.00 |
| Math Specialist | \$33,551.55 |
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Our math specialist and reading specialist are funded through Title I funds. Their role is to support teachers as they implement grade level curriculum and progress monitoring strategies. Additionally, they provide intensive intervention for students who are identified as academically at-risk. Reading Sufficiency funds are used to purchase supplemental materials related to literacy areas of need. Washington's Title I budget expenditures are tied to identified areas of need and the strategies that are chosen to impact those areas of need. Our school benefits from a strong and active PTA. This year PTA contributed to the purchase of additional ipads to allow students in all classrooms access to the online math and reading programs offered at Washington.



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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.

Washington’s leadership teams (Instruction and Student Achievement Team, Culture, Climate and Community Team, and Student Support Team) meet monthly to review and monitor aspects of the Title I Plan. In our regular MTSS meetings teachers, administrators and specialists review reading and math benchmark data after each benchmark period, as well as progress monitoring data, in order to make instructional adjustments for classes or individual students. OSTP results are analyzed on a yearly basis to inform adjustments and/or changes to grade level or schoolwide instruction.



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