



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2022-2023

DATE LAST REVIEWED

Date: 5/15/23

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: | Wilson Elementary |
| School Site Code: | 145 |
| Principal Name: | Chris Crelia |
| Telephone: | 405-366-5932 |
| Email address: | ccrelia@norman.k12.ok.us |
| School Poverty Rate | 84% |

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.

Wilson uses a variety of events throughout the year to increase family and community stakeholder involvement. These activities begin during the summer, with a focus on welcoming our early childhood students and families to help prepare them for a successful education. Each year during enrollment, our early childhood team hosts "Wildcat ROAR". This program is an orientation for all of our Pre-K and Kindergarten families to familiarize themselves with both our school procedures and early childhood expectations prior to the beginning of the year.

Our PTA hosts four family nights throughout the year. These events are designed to meet the needs of all of our PK - 5 families, and to educate our families about the variety of educational, support, and health services available from Wilson and the Norman community. The first is in September, and includes: a Title 1 overview by the principal; a curriculum overview by classroom teachers; and booths from community agencies including Variety Care Health, Big Brothers/Big Sisters, Counseling Services, and the Norman Public Library. The second event in November is our annual Turkey Bingo, sponsored by our Partners in Education. The third event in December will be a Holiday Art Night. The final activity is a SHARE Fair in January where students create displays, models, and demonstrations highlighting their personal goals and interests..

Parent and guardian engagement opportunities also exist during the school day throughout the year. Events that happen during the day throughout our school year include programs for Grandparents Day and Veterans Day, Holiday Photos, a Jog-a-Thon, and Super Kids Day. Music programs, talent shows, and the SHARE Fair are all also well-attended.

In an effort to help parents assist their students with academics at home, we will have a reading and math morning event each semester. Parents can come to school with their students and attend a reading or math lesson in the classroom. The teacher will model instruction over an essential standard and provide tips for how parents can reinforce these skills at home.



We have made strides in parent involvement through new membership in PTA, the Citizens Advisory Council, and increased volunteering. Our goal is to include our parents more closely in academic and socio-emotional educational planning in 2023-24.

Our community partnerships continue to help support our students, teachers, and climate. Trinity Baptist Church provides a weekly volunteer for kindergarten, school supplies for students, Christmas gifts for students, and meals for teachers each semester. First Presbyterian Church provides lunch volunteers for early childhood at the beginning of the year, food baskets for families over the holidays, and school supplies for the teacher/classroom. LWPB architect firm provides monitors for state testing so that our teachers and support staff can continue to provide services for students.

Our Title 1 Committee will include members of our staff, PTA, Partners in Education, and volunteer organizations. Based on our Needs Assessment and Data that follows, these programs and procedures will be implemented, communicated, and monitored throughout the school year:

- Maintaining use of Seesaw App and School Status for parent communication
- Clear communication about socio-emotional education
- Clear communication of grade level and school-wide essential standards
- Improved integration of site goals into the Professional Learning Communities (PLC) process
- Increased access to instructional technology targeting essential standards and authentic products
- Publishing a site-specific Parent/Student Handbook

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.

Wilson Elementary utilizes data from multiple sources to improve outcomes for all students. These data sources include: State OSTP data, District FAST Benchmark results, Discipline and Attendance data, and Student/Parent/Teacher survey results.

- Reading: OSTP data shows that our students' gaps continue to fall in the Reading/Writing Process. FAST data shows that students in grades one through five are slightly above or just slightly below benchmark in aReading (comprehension) and CBM (fluency). Kindergarten, fourth, and fifth grades show slower growth in these areas and will be addressed in section 3.
- Math: OSTP data shows that our students made some gains in Number Operations. It was the weakest standard for only one grade level instead of three. We believe that use of Reflex has contributed to this growth, and will continue to utilize this program. We will also monitor FAST assessments for results on our CBM (math automaticity) progress.
- Wilson will use a targeted approach to monitor and provide weekly feedback to students and families in the at-risk and chronic absenteeism categories. Our school-wide attendance stands at 92.4 this year, which is almost identical to the 2021-22 school year.
- Socio-Emotional: Discipline referrals and suspensions declined in 2022-23 from 186 events to 118 events, and from 46 suspensions to 32. Wilson will continue to develop socio-emotional support through our MTSS structures, and utilize a partnership with Impact Counseling as needed for individual students.



Subgroups

Analysis of the data shows that IEP students continue to need more support in all areas. Our mild-moderate resource teacher has begun graphing progress with students on essential standards, and completing Behavior Intervention Plans to help students with self-regulation skills and other positive behaviors to promote academic success.

Strengths

Our early childhood team has been active in LETRS training and implementing those phonemic awareness and phonological strategies that have produced strong growth in our first through third grade students. The use of Reflex, Imagine Math, and a focus on Number Operations also led to good results in FAST and OSTP data. This summer, a team will attend a PLC Conference to work on our processes to integrate these and other instructional goals into a more concrete cycle of school improvement.

Site Goals

Our teacher leaders meet to develop Site Goals, which are then implemented and monitored by multiple stakeholders. Wilson Site Goals include:

- Increase in OSTP Reading and Math scores by no less than 10%
- Reduction in Chronic Absenteeism by no less than 10%
- Growth for all students in Reading Fluency, Number Operations, and Writing Process skills

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.

Wilson has a team approach to helping students succeed academically. Our mantra is that if we can help every student grow “a year-plus” we can close the gaps and advance all learners.

Our Data Team meets monthly to ensure that all students are exposed to review our site academic goals. Our reading and math goals are: all students will grow more than one year on the district FAST assessments; each grade level will grow 10% on OSTP proficiency rates. Strategies to achieve these goals include:

- Monthly reading fluency formative assessments school-wide
- Quarterly writing prompts school-wide
- Participation in technology the programs Smarty Ants, Reflex, and/or Imagine Math
- All students will receive whole group, on-level instruction with the classroom teacher.

Teachers have weekly, grade-level PLC meetings to review student progress toward these goals. In addition, there are monthly Data Team meetings to review learning strategies to help all students achieve learning targets. Using the district FAST assessments and progress-monitoring, teachers will form groups to provide interventions:

- All some-risk students will receive additional small-group instruction with the classroom teacher
- All high-risk students will receive additional small group instruction with a remediation teacher.
- When funds are available, a certified teacher will also provide small group instruction to at-risk students.

Teachers will receive ongoing professional development to implement all of these practices through: annual vertical team curriculum alignment; monthly faculty meetings dedicated to these goals; district curriculum coordinator guidance; PLC and lesson-planning training through the University of Oklahoma’s K20 Center. Paraprofessionals will also have monthly meetings with staff, supervising teachers, and/or principal to maintain competence in instructional practices. Our Multi-Tier Systems of Support Team meets monthly to discuss socio-emotional education for students. Our goals are: decrease behavior referrals; decrease the number of suspensions; increase student behavior competencies as measured by FAST.



- All students will receive instruction in school-wide expectations and affective statements through community circles and Good Morning Wilson.
- All students will receive instruction on Zones of Regulation and Restorative Practices through community circles, Good Morning Wilson, and/or restorative conferences.
- All students will receive socio-emotional education through Second Step.

Monthly behavior/attendance intervention meetings are held to review strategies to help all students achieve socio-emotional success. For those students who receive discipline referrals, the following additional interventions are considered:

- Big Brothers/Big Sisters
- Weekly attendance check-ins with attendance officer and/or principal
- Students at some-risk for behavior will have the option of enrolling in outside counseling through our partnership with Impact Counseling. Services could include, check-in/check-out and small group social-skill training. Students at high-risk for behavior may enroll in individual counseling.

Teachers, paraprofessionals will receive ongoing professional development on these initiatives through an annual MTSS kick-off and monthly staff meetings devoted to these topics.

Early Career Teachers will attend the Creating Uplifting Classroom Workshop provided by CCOSA when funds are available. Support from a district instructional coach will be provided for classroom management and instructional strategies as needed and when available.

When funds are available, Kindergarten through 5th grade students will receive STEAM instruction from Bricks 4 Kidz.

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 |
|--|------------------|
| Wilson Foundation Teacher Grants | By application |
| Wilson Foundation Teacher Gift Cards for Back-to-School Supplies | \$2500 |
| Trinity Baptist Church School Supplies for Students | \$750 |
| First Presbyterian School Supplies for Teachers/Classrooms | \$500 |
| RSA Funds | \$3500 |
| Wilson PTA Funds for STEAM | \$3000 |

While we work toward focusing all stakeholders’ efforts on our site goals, we plan to use Title 1 Funds to continue our work toward improving student achievement in outcomes in Wilson’s site goals listed in section 3.

Reading and Math Achievement

To close the achievement gap, Title 1 Funds available will be used to provide a reading specialist, a remediation specialist, and a certified hourly tutor. These staff members will provide; support during whole-group instruction; direct small-group and individualized instruction; and assistance in progress-monitoring students to determine if specific strategies are producing growth in student reading/math achievement. These results will be measured through site reading and math fluency, the FAST district assessment, and OSTP results. If funds are available, Wilson will use Imagine Math in 3rd-5th grade for practice and formative assessment of math standards.

Based on our FAST data, plans for the 2023-24 school year include returning to a one-hour guided reading block for kindergarten where the classroom teacher, reading specialist, and a teaching assistant will all provide direct instruction.

Also based on FAST data, we will extend professional development on LETRS Training and Morpheme Magic to our 4th and 5th grade teachers to help them provide explicit instruction on decoding and word work.

Socio-emotional Support

While classroom teachers provide a foundation of Tier 1 skills for student socio-emotional development, they do not always have the time needed to support and re-teach replacement skills for Tier 2 and Tier 3 behaviors. A partnership with Impact Counseling will allow families the opportunity to enroll their student in a program with a licensed counselor. Services could include check-in/check-out, social skill lessons, and/or individual counseling. When funds are available, new teachers will receive professional development on creating a positive classroom environment.

To help support these efforts, Wilson is successful in incorporating support from other stakeholders:

The Norman Public School Foundation awards grants to teachers two times each year to support student success. The grants provide resources for literacy and STEAM activities, and were awarded to classroom teachers, the reading specialist, gifted resources coordinator, and resource teachers--ensuring that all students will be touched by the awarded resources.

The Wilson Foundation and Wilson PTA also support teachers through grants. The application allows teachers to request supplies as simple as snacks, for tools for socio-emotional support, and for instructional supplies and materials.

Trinity Baptist Church and First Presbyterian contribute to support all aspects of education and outreach at Wilson. School supplies are provided at the beginning of the year to students in need, and school supplies are replenished for teachers in need mid-year. Volunteers work in our primary classrooms during guided reading blocks to work directly with individuals and small groups on fluency. Meals are provided to teachers on Parent/Teacher Conference Nights--which is an enormous boost to the school climate. Food baskets and gifts are provided to families at holidays and breaks, and food is contributed to stock our food pantry during the summer.

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.

Wilson uses multiple teams to monitor and adjust the implementation of the Title 1 Schoolwide Plan.

- The Data Team consists of teachers from representative grade levels and departments, and monitors school-wide reading and math progress. Teachers celebrate student progress toward our Reading, Writing, and Math goals. They also develop interventions and teaching strategies needed to help close achievement gaps.
- Our MTSS Team consists of representative grade levels, departments, and parents. This team monitors behavior data, attendance data, and reviews the effectiveness of school-wide expectations. Teachers then plan socioemotional instruction to deliver schoolwide, whole-group, small-group, and individually.
- Our RSA and Title 1 Teams meet each semester to review our broad goals.

Data Analysis: Wilson regularly analyzes multiple types of data throughout the year, and adjusts instruction to enrich and remediate for students to improve outcomes for all.

- Reading and Math Intervention meetings are held each month. Progress monitoring results from the FAST reading program are used to monitor student progress toward Reading and Math goals. Classroom teachers, resource teachers, reading specialists, the school psychologist, and administration are present to collaborate and to adjust instruction based on the data. The team reviews student achievement data and reorganizes students into tiers where all receive appropriate, targeted instruction.
- Behavior and Attendance Intervention meetings are held each month. Classroom teachers, resource teachers, the behavior interventionist, the school psychologist, outside counselors, and administration are present to collaborate and to develop appropriate interventions to assist students with successful classroom behaviors. The Attendance Officer provides data for students who are at-risk and/or chronically absent, and appropriate interventions are then designed to help the family with barriers to attendance.

- Diversity meetings are held monthly to review school policies and procedures, and the impact of the implementation of these practices on equity. Demographic data is analyzed to determine how groups are affected by academic and socioemotional instructional programs.

Monitoring the Title 1 Plan Site Goals also occurs at our Data Meetings. School personnel, parents, and Partners in Education will be invited to review multiple types of data, including: OSTP data, FAST data and other schoolwide formative assessments, attendance data, and surveys.