SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2022-2023

DATE LAST REVIEWED
Date: 5/13/22

DISTRICT INFORMATION	
District Name:	Norman Public Schools
County/District Code:	I29
Superintendent Name:	Dr. Nicholas Migliorino
Telephone:	405-366-5868
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SCHOOL INFORMATION	
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	**77%**

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. In August 2022, we also plan to offer a tour and orientation to all families new to Wilson.

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 January will be a Reading/Math night conducted with the Norman Public Library, and highlighting school essential standards for students.. The final activity in May is a teacher, student, and volunteer celebration sponsored by our PTA.

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.

According to our most recent annual surveys: Parents feel that a strength of our school is the welcoming environment; however, they feel that parent involvement and activities are an opportunity for growth. Students felt like they belonged at school, and that teachers treat them with respect; but they felt that the work was not challenging them, and that students did not treat them with respect. Teachers feel clear about their role and site goals, and that our school has a positive climate; they also felt we need improved access to instructional resources, better communication structures, and a more defined system for student behavior.

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

(empty box)

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 fall in the Reading/Writing Process and Critical Reading/Writing.. FAST data shows that students have made gains in fluency, which we believe is due in part to the Heggerty and Really Great Reading curriculums which were a part of last year's plan. Again, these areas will be addressed in the schoolwide plan, and be monitored at the individual, grade level, and school level.
- Math: OSTP data shows that our students' gaps fall in the Number Operations. FAST data will be utilized to progress monitor student progress on these standards. These areas will be addressed in the schoolwide plan, and be monitored at the individual, grade level, and school level.
- Wilson will use a targeted approach to monitor and provide weekly feedback to students and families in the at-risk and chronic absenteeism categories.
- Socio-Emotional: Discipline referrals and suspensions rose sharply in 2021-22. Wilson will continue to develop socio-emotional support through our MTSS structures, and utilize a partnership with Impact Counseling as needed for individual students. There needs to be improved professional development on implementation of Tier 2 interventions school-wide.

Subgroups
Analysis of the data shows that IEP students need more support in all areas. SMART goals for IEP students will be included in the site goal process and routinely monitored through our existing PLC structures. The Diversity Committee will particularly focus on reviewing data for all subgroups.

Strengths
School climate and community relationships are a strength for Wilson Elementary; these areas need to be addressed, as both have suffered due to pandemic-related procedures and practices. Our MTSS Team and PTA will work to reinvigorate the school climate and partnerships by re-visiting past practices and/or adding new activities. Our mission is for all stakeholders to be invested in the success of all of our students. Professional Learning Communities (PLCs), Professional Development (including school, district, and outside expertise), and Community Partnerships are an important part of our school plan.

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
- Staff implementation of authentic lessons that promote equity for all groups

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.

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:

- All students will maintain a data notebook with individual data for reading fluency, math, and writing
- 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 School Tools TV.
- All students will receive instruction on Zones of Regulation and Restorative Practices through community circles and/or restorative conferences.

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.

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
Wilson Private Donation for Teacher Grants and MTSS Support	$2500
Free Trial for Imagine Math for 5th Grade Students	
RSA Funds	$3500

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, resources are needed for early intervention in kindergarten and first grade. Funds available to provide a reading specialist and teaching assistant will be utilized to help provide additional support. 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.

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 als 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.

A community member established the Wilson Foundation last year, which provided benefits this year and has great potential for the future. Teacher grants were awarded throughout the year to help with needs ranging from school supplies and student snacks, to innovative programs to develop student interpersonal skills.

Our PTA and Partners in Education at LWPB Architecture helped by volunteering time and resources to our parent engagement activities. At our PTA Reflections Art Contest, LWPB provided judges and recognition for our contestants. At our PTA Turkey Bingo Night, parents provided the activity and LWPB provided prizes. Volunteers were active in other Family Nights, Book Fairs, STEAM "Tech Adventure" Days, and test monitoring (absent 2020-21).

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.

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 just the implementation of the Title 1 Schoolwide Plan.

- The Data Team consists of teachers from representative grade levels and departments, and monitors schoolwide 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 schoolwide 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 any 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 Goal Meetings are held quarterly. School personnel, parents, and Partners in Education are present to review multiple types of data, including: OSTP data, FAST data and other schoolwide formative assessments, student data notebooks, attendance data, and surveys.

Oklahoma State Department of Education
Office of Federal Programs