Title I Schoolwide Plan
Every Student Succeeds Act, Section 1114

OKLAHOMA STATE DEPARTMENT OF EDUCATION
— CHAMPION EXCELLENCE —

2020-2021
School Year

☐ Initial Plan
Date

☑ Revised Plan   7/20/20
Date

District Information

Lawton Public Schools
District Name

16 / I-008
County/District Number

Mr. Kevin Hime
Superintendent Name

580-357-6900
Phone

kevin.hime@lawtonps.org
Email

School Information

Cleveland Elementary School
School Name

92.48%
School Poverty Rate

Mr. Calvin Prince
Principal Name

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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 scrolling text box where the narrative answers are to be entered. There is no word or character limit.

I. 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, paraprofessional 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 are communicated to families and are 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 the strategies your school is using to increase family and community stakeholder involvement.

Each Spring, Parents, Staff, and Community Members are invited to provide input in the Title I Schoolwide Plan through the Annual Needs Assessment survey. Stakeholders representing all demographic sub-groups, including those who represent the most at-risk students (economically disadvantaged), are included in the Needs Assessment. The following strategies to increase family and stakeholder involvement have been identified during the Annual Program Review and will be implemented:
*Books will be purchased and distributed during Literacy Night with activities to reinforce learning at home.
*STEM materials will be purchased for use during STEM Night.

Parents and community stakeholders are notified of school meetings and events via paper invitations, newsletters, the school marquee, and Gabbart (a technology-based messaging system). Stakeholders identified the following parent and family engagement meetings as helpful on the Needs Assessment Survey, which Cleveland will hold in the 2020-2021 school year:

*Title I Annual Meeting/Avoiding Chronic Absenteeism Meeting - Share OSDE requirements, State and Local Academic Assessments, Parent and Family Engagement Requirements
*How to Monitor Progress and Work with Educators to Improve the Achievement of Your Child/Grade level transition meeting/STEM Night in Fall
*Parent Teacher Conferences (held bi-annually or as needed) - Share student academic progress and information about OAS and OSTP; parent Information regarding the Third Grade Retention Law
*Understanding the A-F Report Card & OSTP Assessment Meeting (to be held in conjunction with Ornament Night sponsored by the Cleveland Student Council)
*Spring Forward Transition Event/Literacy Night with activities and materials for students to utilize during summer vacation (include Public Library for students to obtain cards)

In order to meet the needs of economically disadvantaged students identified as at-risk, materials and instructional strategies to support learning at home will be demonstrated and distributed at Title I parent meetings, including books and additional STEM kits.

Cleveland Elementary's Title I Schoolwide Plan, including the school mission and vision statements, is collaboratively developed based on the beliefs and values of stakeholders (parents, community members, and site staff), including those who represent the most at-risk students (economically disadvantaged) during ongoing Schoolwide Planning Team Meetings.

• Cleveland's parents (2019-2020) requested materials be made available in English and Spanish. The Title I Schoolwide Plan and other school information is available for review in the site's Public File which is housed in the school library so that parents, staff and community members have access. Information in the file is currently available in English and Spanish and formatted so that it is easily located. This information is also available for review on the school website under the Title I section. We will strive to provide materials in other languages as the need arises.

The Schoolwide Planning Team meets annually to revise and approve the School-Parent and Family Engagement Policy and the School-Parent Compact which outline shared responsibility of student achievement. These are provided in English and Spanish in the Title I Handbook, Public File, and in the Title I section of the site website. These documents are also highlighted during the Title I Annual Meeting.

2. Comprehensive Needs Assessment

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

- the Title I 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 Section 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 have 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 resources.

2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 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 schools Title I Schoolwide Plan and cycle of continuous improvement have 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 a whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1111(c)(2) of ESSA.

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 have 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 Title I Schoolwide Plan.

Data is collected and reviewed regularly during team meetings, staffing meetings, and Schoolwide Planning Team meetings. The qualitative and quantitative data sources are collected by the Title I Facilitator. Results are shared, reviewed, and analyzed by all representative stakeholders during the continuous cycle of review team meetings.

Student achievement data sources include:

*Oklahoma State Testing (OSTP) administered in the spring

*STAR Reading, STAR Early Literacy, and STAR Math administered in August, January, and April

Data is analyzed using the results from STAR Reading, STAR Early Literacy, STAR Math, and OSTP. Strengths and weaknesses are identified in reading and math in each grade level, 3-5. The schoolwide strengths and weaknesses are then identified in both areas using the results of that data. OSTP data is also utilized to determine trends, as well as subgroup strengths and weaknesses.

STAR strengths and weaknesses are based on January 2020 data due to Covid-19 Distance Learning.

STAR Reading Strength: Reading Foundations, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading

STAR Reading Weakness: Reading & Writing Process, Critical Reading & Writing (primary grades only)

STAR Math Strength: None Identified

STAR Math Weakness: Numbers & Operations, Algebraic Reasoning & Algebra, Geometry & Measurement, Data & Probability

OSTP Strengths and Weaknesses are based on FY 19 data due to Covid-19 Distance Learning. OSTP Reading Strength: Language

OSTP Reading Weakness: Reading & Writing Process OSTP Math Strength: Algebraic Reasoning & Algebra

OSTP Math Weakness: Numbers & Operations

OSTP 3 Year Trends: FY 17 through FY 19

Reading Strength: Language

Reading Weakness: Reading & Writing Process

Math Strength: Algebraic Reasoning & Algebra, Data & Probability

Math Weakness: Numbers & Operations, Geometry & Measurement

FY 19 OSTP subgroup data:

Reading Strength: none identified

Reading Weakness: white, economically disadvantaged

Math Strength: none identified

Math Weakness: white, economically disadvantaged

OSTP 3 Year Subgroup Trends: FY 17 through FY 19

Reading Strength: none identified

Reading Weakness: white, economically disadvantaged

Math Strength: none identified

Math Weakness: economically disadvantaged

Cleveland's SMART Goals will be based on January FY 20 STAR data as follows:
The percentage of Cleveland students in grades 3-5 scoring in or above mastery range on the ELA strand Reading & Writing Process will increase from 79% (in January of the FY 20 year) to 82% on the Jan. 2021 STAR Reading assessment.
The percentage of Cleveland students in grades 3-5 scoring in or above mastery range on the Math strand Numbers and Operations will increase from 63% (in January of the FY 20 year) to 70% on the January 2021 STAR Math assessment.

Perception data sources include:
* Title I Needs Assessment Survey - stakeholders are surveyed in the spring regarding their opinions of Title I programs and services at our site.
* Nine Essential Elements Survey - certified staff is surveyed each Spring. (2-3 indicators are chosen to focus on as areas of need)
* District Parent Advisory Committee (DPAC) Survey - parent representatives from each Title I school are surveyed regarding schools' Title I programs, activities and procedures. Site SWPT review the combined results in order to plan ways to improve school programs and services.

Title I Needs Assessment Survey Results:
* Most respondents preferred meetings held on Tuesdays or Thursdays
* Most respondents preferred meetings held after school or in the evening
* Most respondents found Extended Learning Time, Early Intervention, High-Quality Instruction, Professional Development, Parent & Family Engagement, and Parent Educational Opportunities helpful or very helpful.

Nine Essential Elements Survey Strengths:
Indicator 2.4 Test Scores are Used to Identify Gaps (3.9)
Indicator 2.2 Teachers collaborate in design of assessment (3.85)
Indicator 2.5 Assessments provide meaningful feedback (3.85)
Indicator 2.6 The state standards (OAS) are communicated and observable (3.85)
Indicator 3.4 Teachers demonstrate content knowledge (3.85)
Indicator 3.7 Teachers collaborate to review student work (3.85)
Indicator 6.7 The School has a clearly defined teacher evaluation process (3.85)
Indicator 9.6 Desired learning results are defined (3.85)

Nine Essential Elements Survey Weaknesses:
Indicator 4.1 Leadership support is provided for a safe and orderly environment (3.25)
Teachers should be supported when a child is removed for disrupting class. Students should be removed from the classroom by the administrator or counselor, depending on behavior. The situation should determine the length of removal time and consequences.
Bullying also needs to be addressed in the intermediate grades with training from the counselor. Counselor should provide push-in support and social emotional learning curriculum in ALL classrooms.
Consistent and appropriate consequences for student disruption and misbehavior should be implemented.
Indicator 7.7 The school & district leadership team provides resources, monitors progress & removes barriers to learning. (3.26)
Primary teachers would like more professional development in Guided Reading and use of Math manipulatives in math skills, concepts, and centers.
Primary teachers would also like to have an instructional coach to help with classroom management and instruction.
Intermediate teachers would like to see Quill used again next year. Quill is a free extension app that came with Clever, which was purchased by the district for certain schools. Quill gives instant feedback to students regarding writing and grammatical errors.
Teachers would like to have professional development of Clever

Teachers would like to have professional development of Google Classrooms, Google Meets
Extended Day
Teachers and the school counselor need to be trained on the pre-referral process for IEPs and 504 Plans so that students get appropriate interventions before entering the testing grades.
Indicator 7.1 The school and district leadership team has developed a shared vision (3.30)
Many teachers say that they don't see evidence that the schools and the district have collaborated to develop a shared vision.
Have more team building that focuses on the vision we want so that we remain unified in our vision.
Indicator 7.8 The school and district leadership ensure a safe and effective learning environment (3.30)
Finish fencing our playground and remove students from classrooms for a time when they are being unsafe towards others.
Teachers would like keys to their classroom back doors. Not having keys to back doors is a safety concern.
We need to ensure that, for effective learning, each grade level should be teaching the same skills each week. Lesson plans must be turned in prior to Monday. Paraprofessional, Title I Tutors, SPED, EL, Music, PE, and Computer teachers should have access to the plans order to supplement learning appropriately.

Technology: teachers need to be trained on Google Classroom, and Google Meet.

Student, teacher, school, and community strengths and needs:
Demographic Data sources include:
*Student Enrollment by Gender
*Student Enrollment by Ethnicity
*Student Eligible for Free and Reduced Lunch Program
*Student Attendance
*Student Tardy Rate
*Student Mobility Rate
*Student Truancy Rate
*Students Identified as English Learners (EL)
*Student Behavior
*Students in Military Families
*Students in Foster Care
*Students Eligible for McKinney-Vento Homeless Program
*Staff Demographic Data

  Cleveland has a strong teaching staff with 95% of the teachers holding a traditional certification and 79% having six or more years of teaching experience.

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• Cleveland's parents (2019-2020) requested materials be made available in English and Spanish. The Title I School-wide Plan and other school information is available for review in the site's Public File which is housed in the school library so that parents, staff and community members have access. Information in the file is currently available in English and Spanish and formatted so that it is easily located. This information is also available for review on the school website under the Title I section. We will strive to provide materials in other languages as the need arises.

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Title I section of the site website. These documents are also highlighted during the Title I Annual Meeting.

3. Schoolwide Plan Strategies

☑ By checking this box, the school principal certifies that the Title I 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 activities that 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, preschool children transition to local elementary school programs.
4. The school uses clear criteria and processes for student participation in 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 ongoing assistance is provided for students experiencing difficulty meeting State standards.

4. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
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 participation in tiered supports.
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 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.

Teachers are trained to support core academics in weekly 60-minute grade level collaborations. They analyze academic strengths and weaknesses, in order to provide a detailed, enriched, and accelerated curriculum to all students (including those of subgroups), utilizing pre/post assessment results, weekly grades, technology reports, current progress monitoring data, STAR data, and OSTP data. Individual student progress analysis evaluates the effectiveness of the academic services used with each student. Teachers make changes in services and timely adjustments to supplemental services as needed.

Instructional strategies are designed to meet needs of all children, including at-risk students. The following strategies address weaknesses determined in the Comprehensive Needs Assessment process:
* Computer Assisted Instruction to address a variety of learning styles (classroom teacher/Special Education teacher)
* Computer Assisted Instruction provided for English Language Learners (EL) (supplemental EL teacher/counselor/classroom teacher)
* Differentiated Instruction to meet the needs of each student (classroom teacher/paraprofessional/reading specialist/Special Education teacher)
* Flex Grouping to recognize the changing needs of each student (classroom teacher/paraprofessional)
* Graphic Organizers to supplement core subjects and address a variety of learning styles (classroom teacher/paraprofessional/reading specialist/Special Education teacher)
* Guided Reading to provide quality reading instruction (classroom teacher/paraprofessional/reading specialist/Special Education teacher)
* Manipulatives to supplement core subjects and address a variety of learning styles (classroom teacher/paraprofessional/reading specialist/Special Education teacher)
* Push-In/Pull-Out intervention as needed for skills being taught (paraprofessional)
* Response to Intervention (RTI) to address specific skills lacking and necessary as "building blocks" (classroom teacher/paraprofessional/Special Education Teacher)
* Small Group Instruction to allow for less distractions and quality instruction (classroom teacher/paraprofessional/reading specialist/Special Education teacher)

The following programs supplement instruction of core subjects address needs identified in the Comprehensive Needs Assessment:
* Accelerated Reader - technology based reading assessment/incentive program (classroom teacher - daily)
* English Language Learner & Newcomer Center Teachers
* ESGI (3) – Pre-k and KG assessments
* Imagine Learning (40+) - technology based program designed to supplement learning of EL students (counselor - daily)
* Reading Eggs (additional licenses) - on-line reading program
* Reading Recovery for the most at-risk first grade students - scaffolding reading levels, fluency, sound/letter boxes, self-monitoring, building independent readers & writers (trained RR reading specialist - 30 minutes/day)
* Social and emotional learning (SEL) curriculum provided through counselor - children learn to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions
* STAR 360 - technology based progress monitoring assessment for Early Literacy, Reading and Math (classroom teacher BOY, MOY, EOY & Extended Year program - pre and post) .

* More Starfall - technology based supplemental learning program for early learning in core subjects -- classroom teacher -daily)
* Paraprofessionals - provide small group in-class or pull-out remediation.
* Reflex Math - technology based supplemental math program for grades
 * Study Island (2nd-5th Reading/Math) - technology based teacher resources utilized to supplement instruction in core subjects (classroom teacher - as needed/daily)

Academics:

Tier 1: Core Curriculum with Differentiated Instruction is provided to all students in the classroom receiving general education classroom support and should be sufficient for approximately 80-90% of students. All students are screened with a universal screener to establish academic and behavioral baseline and to identify struggling learners who need additional support.

Tier 2: Supplemental Targets Instruction is typically provided in small groups and may be necessary to meet the needs of those students who do not make adequate progress in Tier 1. Approximately 5-15% of students may require Tier 2 support. Students who are failing to meet important benchmarks who have not responded to Tier 1 core practices. These students are identified as at-risk and receive supplemental instruction during the school day. Students are progress-monitored during this time.

Tier 3: Intensive Targeted Instruction is often provided individually or in very small groups and should only be necessary for a very small number of students, approximately 1-5%. Students failing to meet important benchmarks who have not responded to Tier I or Tier II efforts. These students receive individualized, intensive interventions that target the students' skill deficits.

Cleveland is basing student benchmarks on STAR and Literacy First Assessments, depending on the grade levels. Students are grouped by like needs or similar scores for RTI. For 30 minutes each day, Monday through Thursday, Title I Tutors will push-in and focus on RTI.

Behavior:
Bullying needs to be addressed in the intermediate grades with training from the counselor. Counselor will provide push-in support and provide social emotional learning curriculum in ALL classrooms.

Behavior Level 1 - Teacher will provide the student with an opportunity to take a break or work on something else for approximately 10 minutes.
Behavior Level 2 - The student will be sent to a predetermined "Battle Buddy" classroom to "help out" or get something for the teacher.
Behavior Level 3 - Teacher provides sensory tools or options when the student gets frustrated or upset.
Behavior Level 4 - Counseling will be provided by School Counselor. Classroom Teacher submits paperwork for an FBA/BIP.
Behavior Level 5 - Students need to be removed from the classroom by the administrator or counselor, depending on behavior. The situation will determine the length of removal time and consequences.

Pre-referral Process for IEP:
Step One: Problem Observed/Documented
Step Two: Communication between school (i.e. teacher, counselor, etc.) and parent
Step Three: Teacher implements assessments, Differentiated Instruction, class interventions or RTI.
Is the Problem Solved?
Yes, celebrate and continue to monitor progress
No, Teacher begins referral process
Step Four: Teacher contacts the school Counselor designated to coordinate pre-referral procedures.
Student must be screened for vision and hearing impairments.

Step Five: Pre-referral Intervention Team schedules and facilitates a Pre-referral Intervention Plan Team Meeting to discuss concerns, review data, target skill area(s), and develop an intervention plan
Step Six: Implementation of Pre-referral Intervention Plan that includes a minimum of 1 scientifically research-based intervention per skill area targeted to be implemented for a minimum of 45 school days. Intervention MUST be different/more than those previously attempted with student, in addition to regular instruction.
Step Seven: Conduct repeated assessments of achievement at reasonable intervals that reflect formal assessment of progress during instruction and intervention period in the general education classroom. Parent may need to provide doctor or nurse practitioner note if I ADD or ADHD is suspected. If ED or BD is suspected, a behavior plan must be in place before testing for these diagnoses. School Psychometrist MUST be present at the meeting.
Step Eight: Document the formal assessments of student's progress using Pre-referral Plan & Intervention Documentation for a minimum of 45 school days.
Step Nine: Upon completion of Intervention Documentation, pre-referral team reconvenes to discuss implemented interventions and results. Team makes decision.
Were the interventions effective?
Yes, celebrate and continue to monitor progress
No, submit Pre-referral Plan for formal testing of student. District testing team has 45 days to complete testing process and finalize IEP and meet with Team with data results.

* Computer Assisted Instruction
* Extended Day
* Paraprofessionals
* Remediation
* Small Group Instruction

The Professional Development Plan documents activities devised to address the weaknesses identified in the Comprehensive Needs Assessment. Research-based, classroom focused professional development is scheduled during the district's professional development days. The district has set aside five professional days. Based on district input and school data, the following professional development is planned for 2020-2021:

* Global Compliance Network (GCN) training to include:
-Alcohol and Drug Awareness for Employees
-Autism (once every three years)
-Bloodborne Pathogens
-Bullying
-Child Abuse - OK
-Civil Rights
-Confidentiality
-Cultural Awareness
-FERPA
-LPS Hazard Communication Plan
-Reading Disabilities/Dyslexia (once every three years)
-Section504
-Suicide Prevention
* Guided Reading (Susan Perry?)
* Guided Writing (Amber Parks?)
* Professional Development for AR, Study Island, Clever, Google Classroom, Google Meet (Doris Biegler?)
* Social Emotional Learning Curriculum
* Special Education Pre-Referral and 504 training
* Teaching Students with Trauma

Lawton Public Schools/Cleveland recruits and retains teachers by:
* posting jobs on the district's website and at each school.
* emailing current staff members regarding job postings.
* facilitating a career fair.
* sending staff members to the district job fair to demonstrate unity of the site.
* creating and maintaining partnerships with higher education.
* offering financial incentives for specialized certification areas/advanced degrees.
* offering a salary schedule above the state minimum.
* mentoring new teachers during teaming, department meetings and one-on-one site based.
* providing an ongoing mentoring program prior to the contract year (New Teacher Induction) and continuing as monthly Rookie Club Support group.
* offering site collaboration meetings beyond that offered by the district to unpack standards, analyze data and collaborate best teaching practices.
* providing a five percent incentive above base salary for Title I Reading Specialists meeting district Federal Programs' eligibility requirements.
* offering Title I funds as an incentive to attend additional site-based professional development scheduled outside of the contract day.
* continuing (site) to participate in the mentoring program for Cameron University Education students.

4. Coordination and Integration

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

- if appropriate and applicable, the Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I Schoolwide Plan outlines the ways in which funds are to be braided. **[ESSA, Section 1114(b)(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 Title I 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 1114(b)(7)(B)]**

Meets Expectations

1. Leverages sufficient resources (e.g., 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, list the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I Schoolwide program.

* Computer Assisted Instruction funded via District & Title I
* English Language Learner Newcomer Center Teacher funded via District
* Paraprofessionals funded via Title I
* Reading Recovery/Title I Teachers funded via Title I
* Supplemental English Language Learner teachers funded via Title I

To support the high-quality learning opportunities for all students, academic needs identified in the Comprehensive Needs Assessment process are addressed through coordination of local, state, and federal programs during ongoing Schoolwide planning meetings. All stakeholders including teachers, parents, administrators, and community members are included in data-driven decision making through attending and participating in the Schoolwide planning and data analysis meetings.

The following resources will be allocated to connect the reform strategies developed:

* Title I (Federal Funds) - provides resources for improving the academic achievement of the disadvantaged
* Title III - (Federal Funds) - provides resources for students who are Limited English Proficient
* Title VI - (Federal Funds) - provides tutoring and resources for Native American students
* Special Education (Federal Funds), Reading Sufficiency (State Funds)
* STEM Grants (Federal Funds), ACE (State Funds)
* Gear-Up (State Funds), Counselors (District Funds)
* Library Programs (District Funds)
* Benchmark Tests (District Funds)
* OSTP (State Funds)
* PTA, local organizations, and business supporters.

The Title I Budget, Professional Development Plan, and Parent & Family Engagement Plan have been developed to show the integration and coordination of these funds and programs. Title I funds are utilized to support the SMART goals determined by the Comprehensive Needs Assessment process which drives the Annual Review and revision of our Schoolwide Plan. Title I funds will support and/or provide supplemental programs, activities and materials which are aligned with our Schoolwide Plan.

*All funding sources will be coordinated to address the needs identified in the SWP by providing the following supplemental fiscal, human, and time resources:
   -instructional resources/materials: (i.e., paper and copier charges)
   -technology: infrastructure, devices (i.e., Chromebooks, iPads, JAMF), CAI programs/assessments, tech accessories, headphones, licenses, materials/supports for connectivity and distance learning
   -professional development: teacher trainer/consultant, training materials, conferences/travel, stipends, book studies, EL training, CAI training
   -parent engagement: materials for parent meetings, handbooks, communication supports, printing, consultants, parent coordinator
   -staff: Reading Recovery/Title I Teachers, EL Teachers, paraprofessionals
   -Title I compliance supports (i.e., DocuSign, staff)
   -Extended Learning Opportunities

In order to maintain full implementation, Title I, state, district, and building funding will continue to be used to purchase computer programs, licenses, and upgrades.

Funds will be utilized for the following:

* Computer Assisted Instruction and assessment via computer programs such as the following:
  - Study Island
  - Accelerated Reader
  - Imagine Learning
  - Reading Eggs
  - STAR 360
  - More Starfall
  - Reflex Math
* Extended Learning Opportunities
* Headphones (Chromebook compatible)
* Headphones with microphones (for EL student use)
* Paraprofessionals
* Parent and Family Engagement (Apptegy, books, ink, paper, planners, STEM materials)
* Professional Development (Consultants, Stipends, Materials, etc...)
* Reading Recovery Teachers and materials (IDEC)
* Social Emotional Learning Materials
* Supplemental English Language Learner Teachers
* Supplemental Reading and Math Materials (paper, ink)
* Technology (Access Points, Accessories, Google Exploration kits, JAMF for iPads, Laptop Carts, OSMOs, Switches, etc...)
* Title I Teachers

5. Evaluation and Plan Revision

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

· the Title I Schoolwide 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 revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., 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 Title I Schoolwide Plan to increase student learning.

3. School leadership reviews student achievement and growth data.

Addressing the above expectations, describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I Schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the Title I 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 Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I Schoolwide program.

School planning team members meet regularly to monitor and adjust the implementation of the Title I. Schoolwide Plan based on short and long-term goals for student outcomes in order to measure and evaluate the implementation of high-quality instruction. A short-term goal is created after reviewing data from the first STAR test administered in August. These goals are monitored and adjusted after each subsequent STAR assessment, in January and April. This is also achieved by annually reviewing if the long term OSTP goals have been met. Due to COVID-19, and lack of OSTP administration this year, the long-term goal from this year to next is based on STAR data from January of 2020.

Data is collected and reviewed regularly during team meetings, staffing meetings, and Schoolwide Planning Team meetings. The qualitative and quantitative data sources are collected by the Title I Facilitator. Results are shared, reviewed, and analyzed by all representative stakeholders during the continuous cycle of review team meetings.
Student achievement data sources include:
*Oklahoma State Testing (OSTP) administered in the spring
*STAR Reading, STAR Early Literacy, and STAR Math administered in August, January, and April

Demographic Data sources include:
*Student Enrollment by Gender
*Student Enrollment by Ethnicity
*Student Eligible for Free and Reduced Lunch Program
*Student Attendance
*Student Tardy Rate
*Student Mobility Rate
*Student Truancy Rate
*Students Identified as English Learners (EL)
*Student Behavior
*Students in Military Families
*Students in Foster Care
*Students Eligible for McKinney-Vento Homeless Program, *
*Staff Demographic Data

Process - see attached data sheets

Perception data sources include:
* Title I Needs Assessment Survey - stakeholders are surveyed in the spring regarding their opinions of Title I programs and services at our site.
* Nine Essential Elements Survey - certified staff is surveyed each Spring. (2-3 indicators are chosen to focus on as areas of need)
* District Parent Advisory Committee (DPAC) Survey - parent representatives from each Title I school are surveyed regarding schools' Title I programs, activities and procedures. Site SWPT review the combined results in order to plan ways to improve school programs and services.

* OSTP data, including subgroup and trend, are analyzed annually (except FY 20 results due to COVID-19)

* STAR data is analyzed 3 times per year (except FY 20 results due to COVID-19)