



2020-2021
School Year

Initial Plan _____
Date

Revised Plan 6/1/20
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

Lincoln Elementary School School Name	88.65% School Poverty Rate
Mr. Oscar Castro Principal Name	580-357-6900 Phone
ocastro@lawtonps.org Email	

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.

In order to increase family and community involvement, Lincoln conducts an annual needs assessment each spring. A Needs Assessment Survey is distributed both in hard copy and digitally in multiple languages to all stakeholders to gather input, including stakeholders from all demographic and at-risk subgroups. The data collected from this survey is analyzed, along with data from many other sources, to develop, evaluate, revise, and monitor the Schoolwide Plan. Parent representatives are active members of the Title I Schoolwide Planning Team (SWP) and other schoolwide committees such as the site School Wide Planning Team and Safe & Healthy School Committees.

To start the year, Lincoln holds a Welcome Back Night for families as a way for teachers to meet with Parents/Guardians to establish communication and rapport. This event also serves as the Title I Annual Meeting, in which parents are informed about their rights as parents and the Title I program at Lincoln through a Video Presentation, handouts, Title I handbooks, and a question and answer portion. During this meeting, parents of all demographic subgroups and parents of the most at-risk students are encouraged to sign up to serve on the Title I SWP Team and the LPS District Parent Advisory Committee (DPAC).

Lincoln also has Title I sponsored parent/family meetings such as Family Math, Literacy, and STEM Parent Meetings with free materials for families to support instruction at home. To ensure parents have opportunities to interact with staff and students, Lincoln has established a Family and Community Involvement Committee composed of Lincoln Faculty which plans events for our families such as Monster Mash Night, Donuts with Dads and Granddads, Muffins with Moms and Grandmoms. Our Cultural Committee also invites parents and community members to school events such as our Veteran's Day Celebration and Black History Month which take place during the school day.

To encourage parents and families to attend these meetings and events, we 1) schedule meetings in conjunction with student performances, 2) distribute free instructional materials to support learning at home, 3) share informational materials and handouts, and 4) provide opportunities for parents and students to engage in fun and meaningful activities with school staff. These opportunities include the Science Fair, Battle of the Books Kick-off, Math Games Night, and Mad Science Night for families utilizing site and Title I funds.

Title I funds are used to support two-way communication between school and home. Title I funds are also used to provide parents access to important resources (including Title I information in a variety of languages) and to keep parents informed of site and district events and opportunities. Lincoln also communicates with families through monthly newsletters and monthly celebration assemblies which are open to families and community members. If funds allow, Lincoln would like to hire a parent coordinator to act as liaison between families and school staff and to help support the needs of families in the most at-risk subgroups on the OSTP (Economically Disadvantaged, IEP students, Hispanic/Latino students, and Black/African American students). Lincoln holds an annual Summer Slide/Transition Parent Meeting to provide summer reading materials for families of the most at-risk students in each grade level. PTA and school staff will provide childcare during Parent/Teacher Conferences to allow parents and teachers to share students strengths and weaknesses and to collaborate on how best to address needs. Because Lincoln houses the English Learner (EL) New Comer center, we have many families who do not speak English fluently. In order to meet the needs of these families, we have 1) EL teachers who can serve as translators and 2) provide translations of written materials for students and families. We also have 3) iPads with translation applications in every classroom and the school office and 4) provide hard copy language translated materials and 5) digital translated materials when possible for parents who have requested these services and materials.

Lincoln's school vision and mission for student success are based on the beliefs and values of the school

community. Lincoln will invite parents and community members to join staff at the beginning of the academic year to revise our vision/mission statements and to come together as a learning community. Lincoln's current vision for student success: -Create well-rounded citizens for the future-
Lincoln's current mission for student success: - Partnering with our families and community to create an inclusive, supportive, and fun learning environment for our Lincoln scholars -

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.

Lincoln conducts data analysis throughout the year using a variety of data sources and formats as show beginning on page 13 of this document. The SWP Team reviews performance (OSTP assessment data, STAR Reading and Math data, OSDE report card data), non-performance student data (student attendance, demographics), process data about the schools system (OSDE report card data, 5 year trend data), and perception data (Needs Assessment Survey data responses from staff/parents/community members, Nine Essential Elements Survey data from staff, DPAC survey data) gathered from several sources and across multiple years.

The SWP Team (comprised of staff and parent representatives from all sub-groups) has identified the following areas of strength and/or growth at Lincoln:

- attendance rates have improved due to implementation of perfect attendance contests
- over 50% of teachers have Master's Degrees
- a staff book study has helped teachers identify and respond to behaviors associated with trauma
- collaboration between teachers and other staff members has increased
- school/home communication has improved through the timely use of planners/flyers
- Stem night was successful, bringing staff, students, and families together in very positive ways
- attendance at parent meetings increased when the site providing families with food and/or distributed free instructional materials for families to support learning at home (this was a priority goal in the previous year)
- based upon feedback, family/community involvement and communication between school and family has improved (this was a priority goal in the previous year)

The SWP Team identified the following areas of need/weakness at Lincoln:

- reading and writing process continues to be an area of weakness
- some students display disruptive behavior that affects instruction
- not all staff are using data to drive daily instruction
- many of our teachers have limited teaching experience
- chronically absent student attendance
- parental involvement has improved, but is still limited
- despite the school's attempts, parent involvement through social media has been poor
- lack of transportation limits parental involvement

The SWP Team analyzed performance and non-performance data for the following subgroups:

- economically disadvantaged students: performed better on the OSTP in ELA than in math; math foundational skills and number sense are weaknesses
- students from major racial and ethnic groups: the qualifying subgroups at Lincoln (Black, Hispanic, and white) perform at approximately the same level, all showing weaknesses in both ELA and Math; white students tend to marginally outperform other racial subgroups
- children with disabilities: consistently perform better in math than in ELA on the OSTP, though both are weaknesses
- English learners: according to the OSDE school report card, most EL students are consistently hitting their ELPA growth targets; there are not enough EL students to form a viable subgroup on the OSTP assessments

The SWP Team has identified the following priority needs based upon the results of the Nine Essential Elements Survey:

- 1.3 Overlaps and gaps in curriculum are discussed. In order to address this need, all grade levels will follow the standards for their grade so the learning flows from year to year. Extra help will be provided for those who are behind but don't qualify for special education.
- 1.4 Key curriculum vertical transition points are communicated. In order to address this need, Lincoln teachers will brainstorm the key outcomes, align them to the standards, share the vertically-aligned curriculum, and use data to drive alignment.
- 4.1 Leadership support is provided for a safe and orderly environment. In order to address this need, Lincoln will endeavor to have a consistent resource officer available during school hours. The school will also collaborate to set rules that all staff will strive to consistently enforce. If funds allow, an assistant principal will be hired to support the schools' goals for behavior management and another counselor/trauma counselor will be hired to provide therapy sessions for at-risk students.

The SWP Team has established the following short and long-term goals based the needs assessment data to address the schools' academic weaknesses. After each ongoing assessment, progress is reviewed, targets are readjusted, and the plan for improvement is revised.

- The percentage of Lincoln Elementary students in 3rd-5th grades scoring at or above grade level in "Reading and Writing Process" on STAR Reading will increase from 61% to 66% in the 2020-2021 school year.
- The percentage of Lincoln Elementary students in 3rd-5th grades scoring at or above grade level in "Geometry and Measurement" on STAR Math will increase from 40% to 47% in the 2020-2021 school year.
- Decreasing Chronic Absenteeism rates
- Being prepared for distance learning with supplies and teacher knowledge

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.

Lincoln provides opportunities for all children, including each of the subgroups of students (EL, IEP, Eco Dis, all demographics) to meet the challenging State academic standards. The following supports and strategies help to provide a rich learning environment, to allow for early intervention services, and to prevent behavior problems.

Tier 1: All students will receive daily instruction presented in multiple formats to address a variety of learning styles and intelligences. Because Lincoln has a high percentage of economically disadvantaged students, instruction will include supplemental support through 1) the use of technology and computer assisted instructional programs, 2) the use of rich core subject content materials including models/manipulatives/hands-on material, 3) small group instruction in coordination with learning centers/stations, and 4) the integration of reading and writing across all areas of the curriculum. Instruction will include both 5) concrete, foundational direct instruction and 6) higher-order questioning to promote growth and development at all levels. Teachers will use 7) Responsive Classroom Strategies both to promote student engagement and as a strategy for positive classroom management. Teachers will use 8) group work and technology to promote a learning environment that both enriches and supports growth for every ability level. 9) Lincoln is working toward a 1-to-1 student to technological device ratio (Chromebooks, Chrome Boxes, iPads) and audio/visual supportive technology in every classroom (interactive screens with on-board computers, document cameras, RedCats, tech accessories).

State OSTP Assessment data is analyzed each year to determine which specific students and student subgroups (EL, IEP, Eco Dis, all demographics) need timely interventions. Additionally, timely, on-going formative and summative assessments will be reviewed regularly in order to drive instructional decisions. Evidence-based assessment tools (including CAI assessments) will be used to 1) monitor instructional effectiveness and 2) student progress and to 3) identify when appropriate interventions are needed for struggling students. Students will be taught methods for self-assessment, goal-setting, and self-monitoring.

Tiers 2 and 3: When assessment or observational data indicates students need additional interventions, such as 1) flexible small groups may be formed to reteach and remediate under the direct guidance of teachers and/or instructional paraprofessionals, 2) the student may be assigned CAI intervention programs, and/or 3) evidence-based instructional support strategies may be implemented (peer-tutoring, modeling, scaffolded instruction). If progress monitoring shows the student is still not successful, more intensive one-on-one student specific interventions may be implemented (Reading Recovery; extended-day tutoring; modeling). All supplemental supports and interventions are monitored regularly for effectiveness and revised as necessary to ensure student success. Decisions about which intervention are implemented and the duration of need will be based on data and progress monitoring.

Because Lincoln is a district English Learner (EL) Newcomer Center and has a large population of EL students, Lincoln has 1) EL teachers to provide scaffolded services for students ranging from monitoring/push-in support to extensive pull-out support. 2) Supplemental EL materials and 3) Imagine Learning (CAI) are also used to support EL students. Student progress toward meeting ELPA indicators is monitored through Access testing and formative assessments, and each student's LIEP is reviewed and revised yearly to ensure accommodations are appropriate to meet the student's language needs. Lincoln teachers will use the following instructional supports for EL: 4) visuals, 5) scaffolding with native language, 6) robust vocabulary instruction, 7) sentence frames, 8) translation apps that have a text-to-speech component (like Talking Point so they can hear school announcements in their home language), 9) the Total Physical Response (TPR) approach, and 10) technology rich lessons

Lincoln provides targeted interventions for students with documented needs on an IEP or a 504. 1) Special Education resource teachers provide both pull-out and push-in support as indicated on the student's intervention plan. Lincoln also supports identified students using 2) paraprofessional, 3) adapting instruction/materials, 4) assistive technology, and/or 5) collaboration between staff, parents, and other professionals.

To address weaknesses identified in the Needs Assessment Process, 1) all grade levels will follow the standards for their grade so the learning flows from year to year. 2) Extra support will be provided for students who are behind but do not qualify for special education. 3) Lincoln teachers will brainstorm the key curricular outcomes, align them to the standards, share the vertically-aligned curriculum, and use data to drive alignment. 4) Lincoln will endeavor to have a consistent resource officer available during school hours. 5) The school will also collaborate to set rules that all staff will strive to consistently enforce. 6) If funds allow, additional staff will be hired to address student needs. An assistant principal will be hired to support the schools' goals for behavior management. A behavior interventionist/trauma counselor will be hired to provide coping behaviors and/or therapy sessions for at-risk students. A second counselor will be hired to meet the mental health needs of our students and families in order to help students stay focusing on learning. A computer lab teacher(s) will be hired to support effective CAI instruction and data management.

Target professional development will be provided to ensure all educational staff have the knowledge and skills needed to meet the needs of students. 1) Because Lincoln has a large number of rookie and/or non-traditionally certified teachers, instructional consultants/teacher trainers will provide on-going, job-embedded PD in effective classroom management and instructional strategies. 2) Teachers will be trained in the implementation and usage of computer-based instructional and assessment programs. 3) Lincoln staff will continue SIOP training in order to support EL and SPED instruction. 4) Both Great Expectations and Growth Mindset training will support Lincoln staff in improving classroom management and instructional effectiveness. 5) Stipends will be provided to encourage instructional staff to participate in PD beyond regular school hours.

Lincoln will endeavor to recruit and retain quality teachers by providing 1) professional development opportunities, 2) on-going job-embedded instructional feedback and support, 3) technology rich classrooms, 4) access to supplemental instructional materials, and 4) by providing stipends for attending PD beyond regular school hours.

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.

Lincoln leverages fiscal and human resources to improve student outcomes. Lincoln coordinates local, state, and federal funding sources to address school needs. Lincoln braids funds from Federal grants (Title I, Title II, Title III, Title IV, Title VI, Johnson-O'Malley, Title IX, and McKinney-Vento), Special Education funds, competitive grants (DoDEA, MCASP, STEM, eRate, Lawton Public School Foundation), state funds (Reading Sufficiency), district funds, and donations.

Lincoln leverages funding streams to connect the reform strategies. Because student inclusion in subgroups overlap, fiscal/human/time resources from one funding source directly impact students in other subgroup and upgrade the entire schoolwide program and implement the identified reform strategies (instructional curriculum/resources, technology infrastructure/materials/programs, staff, assessment/evaluation materials, professional development, and parent/family engagement).

*All funding sources are integrated to improve instructional effectiveness and to ensure progress of all students, particularly Lincoln's largest subgroup, economically disadvantaged students. Funds are layered to ensure adequate instructional staff (including supplemental staff), materials (including technology, CAI, and supplemental instructional materials), professional development opportunities (including job-embedded training), and parent involvement supports (including educational parent meetings, school/home communication materials, and materials for supporting learning at home) are available to provide economically disadvantaged students with a fair and equal opportunity to reach proficiency on state academic achievement standards and state academic assessments.

*Title I, Title III, and district funds are coordinated to address the needs of EL students through instructional materials, staffing, assessment materials, and professional development.

*Title I, SPED, and local funds are coordinated to address the needs of SPED students through instructional staffing, instructional and assessment materials, and home/school collaboration.

*Title I, Title VI, Johnson-O'Malley, Title IX, McKinney-Vento, and DoDea funds are braided together with state and district funds to address the academic, socio-emotional, and cultural needs of specific demographic, racial/ethnic, and occupational/situational subgroups. These funds are used to hire instructional staff and provide instructional resources/supports for identified subgroups.

*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: books, periodicals, instructional supplies
- technology: infrastructure, devices (i.e., Chromebooks, iPads, RedCats), CAI programs/assessments, tech accessories, licenses, materials/supports for connectivity and distance learning
- professional development: teacher trainer/consultant, training materials, conferences/travel, stipends, Growth Mindset book study, EL training, CAI training
- parent engagement: materials for parent meetings, handbooks, communication supports, printing, Mad Science consultants, EL consultant
- staff: Reading Recovery Teachers, paraprofessionals, EL teachers, Counselor/Behavior interventionist, extended day tutors, assistant principal, school security officer, computer lab teachers
- Title I compliance supports (i.e., DocuSign, staff)

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.

Lincoln's Title I Schoolwide Planning (SWP) Team (including families, community, and staff stakeholders), meet regularly to review and revise the Title I Schoolwide Plan. The team monitor and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as data measures to evaluate high-quality implementation. Lincoln conducts an comprehensive needs assessment each spring and uses the data to evaluate and drive decisions about the SWP.

Multiple types of data are compiled throughout the year and summarized during the annual needs assessment. 1) Long-term goals, such as addressing the Areas of Needs identified in the comprehensive needs assessment process, are established during the May SWP meetings and progress is monitored using performance and/or perception data throughout the year. 2) Short-term goals, such as SMART goals, are established during the May SWP meetings, then evaluated and revised after each STAR/OSTP assessment. This ongoing data analysis drives instructional and student intervention decisions. 3) Data from these academic assessments, along with stakeholder perception data (PD evaluation forms, parent meeting attendance and feedback, Annual Needs Assessment surveys, staff Nine Essential Elements surveys) and trend academic/demographic/attendance data, is collected and reviewed throughout the year and during the comprehensive needs assessment. This data supports the SWP team as they 1) evaluate implementation and success of the current SWP, 2) determine what needs have emerged and what changes are needed, and 3) revise the SWP in order for the school to have continuous improvement of students, especially those student subgroups that are most at-risk of not meeting grade-level academic standards and/or passing the OSTP assessments. Once the new SWP is created, the SWP team monitors/evaluates the implementation and makes necessary adjustments each fall, winter, and spring. Additional SWP meetings are held if the team deems them necessary.

In addition to regularly scheduled SWP Team meetings, Lincoln uses weekly formative assessment data to make decisions about daily instruction. Teacher hold weekly collaboration meetings to discuss data and plan for instruction. Lincoln staff also conduct formal data analysis meetings when data is available from STAR, benchmark, and OSTP assessments and Oklahoma State Report Cards. Results from these formative and summative assessments are shared with parents during parent-teacher conferences in the spring and fall, through progress reports and report cards, and through direct communication with families. Data is used to 1) monitor individual/whole group student progress, 2) evaluate instructional effectiveness, 3) identify if timely interventions are needed, and 4) determine what lessons need to be taught next. As patterns emerge during progress monitoring, changes are made to improve whole-class instruction and to adjust support group membership and/or strategy implementation. The SWP Team uses data to identify schoolwide trends and adjust the SWP as needed.