

2020-2021
School Year

Initial Plan 7/21/20
Date

Revised Plan _____
Date

District Information

Lawton Public Schools 16 / I-008
District Name County/District Number

Mr. Kevin Hime 580-357-6900
Superintendent Name Phone

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School Information

Whittier Elementary School 70.43%
School Name School Poverty Rate

Hailey Crow 580-357-6900
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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.

In order to increase family and community involvement, Whittier Elementary will conduct an annual needs assessment each spring. A Needs Assessment Survey will be digitally distributed (with options for translation into multiple languages) to all stakeholders, including representatives from all demographic and at-risk sub-groups. The data collected from this survey will be analyzed, along with data from many other sources, to develop, evaluate, revise, and monitor the Schoolwide Plan. Parent representatives will also be active members of the Title I Schoolwide Planning Team (SWP) and other schoolwide committees, such as the site School Planning Team and Safe & Healthy Committees.

Before school starts, Whittier Elementary will host a Back to School Night for families as a way for families and staff to meet and build rapport. This event will also serve as the Title I Annual Meeting in which parents will hear an overview of the Title I program at Whittier Elementary and about their Parent's Rights through a visual presentation, handouts, Title I handbooks, and a question and answer opportunity. During this meeting, parents of all demographic subgroups and parents of the most at-risk students will be encouraged to sign up to serve on the Title I SWP Team and the LPS District Parent Advisory Committee (DPAC).

Whittier Elementary will hold 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 encourage parents and families to attend these meetings and events, we will 1) schedule meetings in conjunction with student performances, 2) distribute 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 and staff.

Whittier Elementary will support two-way communication between school and home through hard copy and digital communications. Title I Handbooks/Planners and school websites will provide parents access to important resources (including Title I required documents) in a variety of languages and will keep parents informed of site and district events and opportunities. Whittier Elementary also communicates with families through weekly newsletters and social media. Whittier Elementary will host a Parent Meeting in conjunction with Open House to teach parents how to access Parent Portal/Infinite Campus and how to use Clever to access instructional resources at home throughout the school year AND summer. Whittier Elementary will hold an informational Parent Meeting to instruct parents how to access training videos to navigate Google Classroom, as well as, understand STAR reports.

Whittier Elementary's school vision and mission for student success are based on the beliefs and values of the school community. Whittier Elementary School will invite parents and community members

Whittier Elementary School is inspired by a rich tradition of excellence is committed to the shared responsibility for preparing all learners for productive, responsible leadership in an ever-changing world as college and career bound citizens.

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.

Whittier Elementary will conduct 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 will review performance data (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), and perception data (Needs Assessment Survey data responses from staff/parents/community members, Nine Essential Elements Survey data from staff) 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 Whittier Elementary:

- * Students: attendance/chronically absent rates have improved due to implementation of attendance strategies (decrease of FY19 11.1% chronically absent to FY20 6.1% chronically absent); minimal office referrals;
- * Teachers: 79% of teachers have taught 6+ years; teachers have attended professional development provided by the district regarding trauma & students;
- * School: collaboration between grade-level teachers has increased from bi-weekly meetings to weekly meetings;
- * Parents: school/home communication is strong (73.5% - very helpful) due to the use of planners, newsletters, websites, and social media to disseminate information; Arts for Small/Spring; Bingo/Haunted Halls is an event that brings families, students, and staff together in a positive way with high parent involvement.

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

- * Students: Chronic Tardiness will decrease from 939 in FY20 to 750 in FY21;
- * Reading and Writing Process scores will increase on Primary STAR MOY test from 62% in FY20 to 70% in FY21. Reading and Writing Process scores will increase on Intermediate STAR MOY test from 84% in FY20 to 90% in FY21.
- * Data & Probability scores will increase on the Primary STAR MOY test from 44% in FY20 to 50% in FY21. Data & Probability scores will increase on the Intermediate STAR MOY test from 69% to 75%.
- * Weekly collaboration meetings will be held in FY21 to ensure all teachers will utilize data to drive instruction.
- * School: Hotspots throughout building and Chromebooks for each intermediate student to increase accessibility and device to student ratio from 1:2 in FY20 to 1:1 in FY21.
- * Parents: Childcare of non-school aged children will be offered at 3 out of 4 meetings to ensure parents are able to focus on meeting content.

The SWP Team analyzed performance and non-performance data for the following subgroups to identify the strengths and weaknesses:

- * Economically Disadvantaged: improved in Academic Growth but weakened in Academic Achievement;
- * Major Racial/Ethnic Groups: Hispanic students maintained Academic Achievement but increased greatly in Academic Growth; White students have maintained in both Academic Achievement & Academic Growth; there is not sufficient information to compare Black/American Indian/Asian & Pacific Islander (pulled from oklaschools.com);
- * Students on IEPs: maintained Academic Achievement but weakened in Academic Growth.

The following short- and long-term goals have been established:

- Increased parent attendance at parent involvement meetings
- Decreased student tardiness rates
- Decrease student:adult ratio to meet needs of learners
- Use district provided CAI/curriculum to fidelity
- Improve student performance on summative assessments in Math (Data & Probability) and ELA (Reading and Writing Process).

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.

Whittier Elementary will provide opportunities for all children, including the lowest-performing 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 continue 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 Whittier Elementary has a significant number of economically disadvantaged/EL/IEP students, instruction will include supplemental support through 1) the use of technology and computer assisted instructional programs, 2) the use of rich content materials including models/manipulatives/hands-on materials (provided by Saxon/Journeys curriculums), 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) Great Expectations theology and classroom strategies to decrease behavior, enrich vocabulary, and increase speaking and writing in complete sentences. 8) Whittier Elementary is working toward a 1-to-1 student to technological device ratio in every classroom to promote a learning environment that both enriches and supports growth for every ability level.

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. Timely, on-going formative and summative assessments will be reviewed regularly in order to drive instructional decisions. Evident-based assessment tools will be used to 1) monitor instructional effectiveness and 2) student progress and 3) to identify when appropriate interventions are needed for struggling students. Teachers will have access to the principal and their peers to receive on-the-job professional development on how to analyze data, determine strengths & weaknesses, and how to effectively plan small-group instruction based on the data analysis.

Tiers 2 and 3: When assessment or observational data indicates students need additional interventions, such as 1) flexible small groups may be formed for remediation under the direct guidance of teachers and/or instructional paraprofessionals, 2) the student may be assigned Computer Assisted Instructional (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 will not successful, more intensive one-on-one student specific interventions may be implemented (e.g. certified tutors, extended day tutoring; one-on-one intervention with student & teacher). All supplemental supports and interventions will be monitored regularly for effectiveness and revised as necessary to ensure student success. Decisions about which interventions are implemented and the duration of need will be based on data and progress.

All students and families will have access to the school counselor who will present lessons that reflect the practices and beliefs of Great Expectations in an individual session, classroom setting, or during assemblies. All students will have informational bookmarks & instructions given to them at October's parent/teacher conferences with login information so students can access CAIP at home.

PROFESSIONAL DEVELOPMENT: Targeted professional development will be provided to ensure all educational staff have the knowledge and skills needed to meet the needs of students. 1) Because we have some new and inexperienced and/or non-traditionally certified teachers, instructional

consultants/teacher trainers will provide on-going, job-embedded PD in effective classroom management and instructional strategies. New teachers will attend Great Expectations PD over the summer via GE scholarship. 2) Teachers will be trained in the implementation and usage of computer-based instructional and assessment programs.

ECONOMICALLY DISADVANTAGED/EL SUBGROUPS: Because Whittier Elementary has a significant number of students who are economically disadvantaged and/or English Learners, we will endeavor to 1) hire paraprofessionals to provide targeted student instruction, 2) technology devices and programs, and 3) materials for families to use at home support instruction.

Whittier Elementary 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.

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.

Whittier Elementary's Title I Schoolwide Planning (SWP) Team (including families, community, and staff stakeholders), will meet regularly to review and revise the Title I Schoolwide Plan. The team will monitor and adjust 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. Whittier Elementary will conduct an annual comprehensive needs assessment each spring and uses the data to evaluate and drive decisions about the SWP.

Multiple types of data will be 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, will be established during the May SWP meetings and progress will be monitored using performance and/or perception data throughout the year. 2) Short-term goals will be established during the May SWP meetings, then evaluated and revised after each STAR/OSTP assessment. This ongoing data analysis will drive 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, will be collected and reviewed throughout the year and during the comprehensive needs assessment. This data will support 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 student improvement, especially for subgroups that are furthest from 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, Whittier Elementary will use weekly formative assessment data to make decisions about daily instruction. Teachers will hold weekly collaboration meetings to discuss data and plan for instruction. Staff also will conduct on-going 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 will be 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 will be 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 will be made to improve whole-class instruction and to adjust support group membership and/or strategy implementation. The SWP Team will use data to identify schoolwide trends and adjust the SWP as needed.

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.

Whittier Elementary's Title I Schoolwide Planning (SWP) Team (including families, community, and staff stakeholders), will meet regularly to review and revise the Title I Schoolwide Plan. The team will monitor and adjust 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. Whittier Elementary will conduct an annual comprehensive needs assessment each spring and uses the data to evaluate and drive decisions about the SWP.

Multiple types of data will be 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, will be established during the May SWP meetings and progress will be monitored using performance and/or perception data throughout the year. 2) Short-term goals will be established during the May SWP meetings, then evaluated and revised after each STAR/OSTP assessment. This ongoing data analysis will drive 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, will be collected and reviewed throughout the year and during the comprehensive needs assessment. This data will support 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 student improvement, especially for subgroups that are furthest from 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, Whittier Elementary will use weekly formative assessment data to make decisions about daily instruction. Teachers will hold weekly collaboration meetings to discuss data and plan for instruction. Staff also will conduct on-going 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 will be 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 will be 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 will be made to improve whole-class instruction and to adjust support group membership and/or strategy implementation. The SWP Team will use data to identify schoolwide trends and adjust the SWP as needed.