



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2021-2022

DATE LAST REVIEWED
Date: September 24, 2021

DISTRICT INFORMATION	
District Name:	
County/District Code:	55/I-004
Superintendent Name:	David Reid
Telephone:	(405) 390-5481
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SCHOOL INFORMATION	
School Name:	Nicoma Park Elementary School
School Site Code:	115
Principal Name:	Dorothy Moseley
Telephone:	(405) 390-6380
Email address:	dmoseley@cnpsschools.org
School Poverty Rate	36%

INSTRUCTIONS
<p>Each of the five sections of the plan is composed of three parts.</p> <ul style="list-style-type: none"> • The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met. • The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under “Meets Expectations.” Corresponding points under the headings “Developing” and “Does Not Meet Expectations” are provided for the sake of clarity. • The third part is a text box where narrative answers are to be entered. There is no word or character limit.

1. Parent and Community Stakeholder Involvement
<p><input checked="" type="checkbox"/> By checking this box, the school principal certifies that:</p> <ul style="list-style-type: none"> • the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESSA, Section 1114(b)(2)] • the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA, Section 1114(b)(4)] • the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]
Meets Expectations
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> 1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment. 2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I schoolwide plan. 3. The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community. 4. The Title I schoolwide plan is available in multiple languages and formats.
Does Not Meet Expectations
<ol style="list-style-type: none"> 1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment. 2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan. 3. The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members. 4. The Title I schoolwide plan is posted in English on the school's website.

Addressing the above expectations, describe in the box below the strategies to increase family and community stakeholder involvement.

Parent and Community Stakeholder Involvement

1. At Nicoma Park Elementary, several strategies are implemented to increase family and community stakeholder involvement. The strategies are based upon the results of the Needs Assessment and have been identified and are being implemented. According to the following data from the beginning of the 2021 school year, Nicoma Park Elementary students need to improve scores in reading and math. The STAR reading tests show 1st grade with 64% below the benchmark level and 2nd grade, with 50% of our students below level. The STAR Early Literacy test shows Kindergarten at 43% below level. Our Reading Sufficiency students identified at the beginning of the year are as follows: K- 43, 1st- 80, 2nd- 50. The STAR Math scores show 32% of 1st grade as below level and 2nd grade as 32% below level. Using this data for 2021-2022, Nicoma Park Elementary will work in the areas of the most at-risk students in the following areas of reading, math, and increased technology awareness.
2. Though the ongoing pandemic has created a different set of procedures and opportunities to keep students and staff healthy and safe, parents have always been encouraged to become active learning partners by offering many opportunities to participate in school functions such as Friday assemblies, PTO meetings, volunteer opportunities, music programs, Grandparents' Day, Pastries with Parents, Super Kids Day, and many other special celebrations. Parent and community volunteers study with at-risk students who do not have enough support at home. Both volunteer groups participate in the teaching and learning of the most at-risk students by doing sight word flashcards, math facts, decoding words, and listening to a student read.
3. Parents and community stakeholders are included as decision-makers in the development and monitoring of the Title 1 Schoolwide Plan. An annual Title I parent meeting is held at the beginning of the year. The Title 1 parent meeting is also offered at different times to make it convenient to attend. Parents are informed of the meeting through notes sent in student folders, school calendars, and it is listed on the school website. The Title I committee, which consists of a principal, assistant principal, two reading specialists, special education teacher, three regular education teachers, media specialist, and parent representatives, review the Title 1 plan annually and make adjustments where needed. The Title 1 committee meets throughout the year to maintain communication with Nicoma Park Elementary stakeholders. During each of our schoolwide activities, families are given a survey to gauge the effectiveness and the number of students/parents who participated. Families are notified about school events and volunteer opportunities through various means, including class newsletters, school newsletters, emails, flyers, posters, marquee signs, and phone calls. For several years we have offered a "Hands-on Reading" night, where we provide parents training in ways to help their children become successful readers. This night also includes time for parents to ask questions and see reading strategies implemented firsthand.
4. The school vision and mission for the success of student 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. The planning team works in conjunction with school staff to discuss and create the vision for reform. Student success and goals are defined, and the Schoolwide Plan is aligned with Nicoma Park Elementary's vision and measurable goals. The vision of Nicoma Park Elementary is to continue the Title 1 Schoolwide program where we will foster a love of learning while preparing all students for success. Nicoma Park Elementary's school philosophy is deeply rooted in the belief that our purpose is to motivate students to academic excellence, to develop positive self-concepts, to encourage creative potentials, and to

foster cultural awareness. Moreover, Nicoma Park Elementary will continue to create a warm and caring environment where children can learn to interact responsibly with the world in which they live.

5. The Title 1 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. The Title 1 Schoolwide plan is available on the school website as well as the district website. The Title 1 Schoolwide Plan is available in different languages, including Spanish and Chinese, by the use of Google Translator.



2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA, Section 1114(b)(6)]

Meets Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement.
5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.

Developing

1. Includes performance and/or non-performance data gathered from a limited number of sources.
2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 1111(c)(2) of ESSA.
3. Examines student strengths and needs.
4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students in general.

Does Not Meet Expectations

1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
2. Includes analysis of the student body as whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in 1111(c)(2).
3. Examines student deficits.
4. School administrators have not clearly and transparently identified and communicated the school's priorities.
5. Evidence does not show that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students.

Addressing the above expectations, describe the outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.

Comprehensive Needs Assessment

1. Nicoma Park Elementary includes a variety of data, including performance and non-performance student data, and processes data about the school's system and perception data gathered from several sources. For curriculum and instruction, we use Saxon Phonics for K/1 and Scott Foresman Reading Street for 1/2. For the lower subgroups, we use Foundations for K,1, 2, as well as utilizing the use of the Wilson Reading System. We use Oklahoma Math across grade levels for math instruction. We use student achievement data from the following sources: STAR Early Literacy, STAR Reading, and STAR Math. We also use District Benchmark assessments, report card data, LEXIA, WADE, Literacy First, and teacher made PLC assessments. Our perception data comes from Teacher/Parent Surveys for Title I, PLC Meetings, Focus Group Meetings, Grade Level Plan times, and Vertical Team Meetings. Our demographic data includes attendance, ethnicity, free/reduced lunch, special education, and truancy.

2. Nicoma Park Elementary's Comprehensive Needs Assessment includes a detailed analysis of performance and non-performance data for each student subgroup (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners). The most recent stats at Nicoma Park Elementary as of September 2021 include: Grades PreK-2nd grade, Enrollment - 436, Attendance Rate - 97%, Free/Reduced - 36%, Special Education - 16%, Title I Students served - 17% (74 students). Ethnic students comprise a percentage of: 8% African American, 4% American Indian, 1% Asian, 57% Caucasian, 14% Hispanic, 17% Other.

Many scientifically based strategies are implemented in our classrooms. Our teachers utilize whole class, small group, and individual instruction. *Daily 5* is used for literacy stations and guided reading groups. Teachers also use explicit and systematic instruction in phonics, phonemic awareness, fluency, vocabulary, and comprehension using the Saxon phonics curriculum, Scott Foresman Reading Street Basal program, CR Success interventions, Foundations, and pull out Wilson Reading groups. Teachers progress monitor using STAR or teacher made assessments to determine if students are progressing adequately and adjust their methods according to student growth. They meet in grade-level PLC teams to analyze their data and discuss the effectiveness of their strategies. The teams report the data quarterly to the administration and meet in vertical teams to ensure the curriculum is aligned. Teachers post their daily learning objectives in the form of PLC goals. They share these goals with their students discussing ways to obtain the goals and track their classes' improvement toward the stated objective. Teachers keep data files to allow students to monitor their individual progress. Each teacher is provided a copy of the Oklahoma Academic Standards, and they list their objectives in their lesson plans weekly. They also meet regularly with their grade level PLC teams to develop curriculum maps/pacing guides in reading and math to ensure all standards have been covered adequately. We provide Indian tutoring after school to struggling Native American Students. We also offer a summer school program for our Title I, Native American, and Special Education students, as well as an Academic Coach during school hours. To encourage participation in these programs, we advertise them widely in newsletters, Thursday Folders, and on our school website. We also discuss these programs during parent/teacher conferences. In some cases, transportation is provided, and we offer multiple sessions to make it more convenient for parents during the summer programs. During and after school tutors are provided information about the children attending their programs from their regular classroom teachers. This information includes their reading and math scores and the levels each child reached in the CR Success or

Wilson programs. Each student is given pre and post-tests to determine the effectiveness of their instruction and provide information back to their regular classroom teachers. To strengthen the core academic program, summer school teachers use the same curriculum students are accustomed to seeing during the regular school year. Student achievement is monitored quarterly through STAR reading and math assessments. Teachers also use District made benchmark assessments to track growth and to determine mastery of OAS skills. PLC and Focus Group teams analyze the data to determine intervention groups and enrichment activities, ensuring every child is provided the opportunities required to meet their individual needs. Every classroom in our school is equipped with Smart Boards to help engage students in active learning. Classrooms also have access to iPads, document cameras, listening centers, Chromebooks, student computers, school-wide computer lab, and Action Base Learning lab. This technology has been effective in helping maintain students' attention as well as increasing interest in math and reading. The district research-based curriculum is Oklahoma Math for grades K-2, Saxon Phonics for grades K-1, and Scott Foresman Reading Street for grades 1-2. Intervention programs include CR Success, Foundations, and Wilson Reading System. Teachers also use products such as Scholastic News, First in Math software, and teacher-made materials.

3. Nicoma Park Elementary examines student, teacher, school, and community strengths and needs. The student needs are met in a variety of ways. Teachers continuously monitor student needs and seek out appropriate services to meet those needs. When students are struggling academically or behaviorally, teachers set up a meeting with the RTI team and begin documenting interventions and tracking student growth. In their classrooms, they use flexible grouping to complete guided reading and guided math lessons. They also use differentiated instruction to meet all students' needs. Teachers are provided training in varied strategies through Great Expectations workshops and collaborate in PLC and grade level teams sharing successful intervention strategies. We also take time monthly to share effective classroom techniques during faculty meetings. Students are provided additional assistance through a variety of methods. Reading specialists pull out students in small groups thirty minutes per day to provide systematic, sequential, explicit instruction. Students are chosen for this program following a rank order according to STAR testing data and teacher referral. Students who are just outside of the rank order are serviced through an academic coach for pull out tutoring twice a week, thirty minutes per session.

Additional children with special needs, identified through testing, are also pulled out for interventions according to their IEPs. All students are progress monitored weekly to ensure academic growth. We also collect work samples for every child to track student growth in the form of a student portfolio. To determine appropriate instructional strategies, teachers will meet in focus groups to analyze data and discuss the effectiveness of the strategies they implemented. The Rotary Club visits with pre-kindergarten classes. Eastern Oklahoma County Vo-tech has a partnership with the District to introduce and involve second-graders in an after-school STEM project to enhance the learning of science, technology, engineering, and mathematics.

4. Nicoma Park Elementary 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 including reading, math, and learning through technology awareness. With the added measures of technology becoming necessary to reach students through a distance learning format, goals include providing teachers, students, and families appropriate access to google classroom and its components through the use of Chromebooks and hotspots while away from the school building, in addition to Smartboards, iPads, mobile Chromebook cart, document cameras, a fully-equipped 30 station computer lab, and Action Base Learning lab housed at Nicoma Park Elementary.

5. Nicoma Park Elementary includes in the Needs Assessment Plan evidence that the school's Title 1 Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk. Reading specialists pull out students in small groups thirty minutes per day to provide systematic, sequential, explicit instruction. Students are chosen for this program following a rank order according to STAR testing data and teacher referral. Students who are just outside of the rank order are serviced through an academic coach for pull out tutoring twice a week, thirty minutes per session. Additional children with special needs, identified through testing, are also pulled out for interventions according to their IEPs. All students are progress monitored weekly to ensure academic growth. Classrooms include "I Can Statements" to identify the daily objectives. We also collect work samples for every child to track student growth in the form of a student portfolio. To determine appropriate instructional strategies, teachers will meet in focus groups to analyze data and discuss the effectiveness of the strategies they implemented. In addition, teachers will continue to focus on student growth and achievement in the areas of reading, math, and technology through on-going professional development.



3. Schoolwide Plan Strategies

- By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –
- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [ESSA, Section 1114(b)(7)(A)(iii)]
 - provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;
 - be evidence-based as defined in ESSA, Section 8101(21)(A).

Meets Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and address the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.



Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the comprehensive needs assessment, and may result in limited improvements in student learning.
3. Additional on-going assistance is provided for students experiencing difficulty meeting State standards.
4. The school uses clear criteria and processes for addressing behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the comprehensive needs assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student behavior problems.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

Addressing the above expectations, describe in the box below the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the comprehensive needs assessment and the site budget.

Schoolwide Plan Strategies

1. Nicoma Park Elementary provides detailed, enriched and accelerated curriculum for all students, including each of the subgroups, according to their needs. Many scientifically based strategies are implemented in our classrooms. Our teachers utilize whole class, small group, and individual instruction along with Whole Brain teaching method. Teachers also use the *Daily 5* format for literacy stations and guided reading groups. They also use explicit and systematic instruction in phonics, phonemic awareness, fluency, vocabulary, and comprehension through the use of the Saxon phonics curriculum, Scott Foresman Reading Street Basal program, Heggerty Phonemic Awareness, Foundations, and pull out Wilson Reading System groups.

2. Nicoma Park Elementary provides multiple opportunities and evidence-based intervention 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. Teachers progress monitor weekly using STAR or teacher made assessments to determine if students are progressing adequately and adjust their methods according to student growth. They meet in grade level PLC teams to analyze their data and discuss the effectiveness of their strategies. The teams report the data quarterly to the administration and meet in vertical teams to ensure curriculum is aligned. Teachers post their daily learning objectives in the form of PLC goals. They share these goals with their students discussing ways to obtain the goals and track their classes' improvement toward the stated objective. Teachers keep data files to allow students to monitor their individual progress. Each teacher is provided a copy of the Oklahoma Academic Standards and they list their objectives in their lesson plans weekly. They also meet regularly with their grade level PLC teams to develop curriculum maps/pacing guides in reading and math to ensure all standards have been covered adequately. We provide Indian tutoring after school to struggling Native American Students. We also provide a summer school program for our Title I, Native American, and Special Education students, as well as an Academic Coach during school hours. To encourage participation in these programs we advertise them widely in newsletters, Thursday Folders, and on our school website. We also discuss these programs during parent/teacher conferences.

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 instruction support services, mentoring services, and assistance for preschool children transitioning to local elementary schools. Nicoma Park Elementary offers weekly guidance class and individual counseling. The staff at Nicoma Park Elementary has attended Trauma Summit and Great Expectations for mental health programs to reach all of our students. Specialized instructional support services include Tri-City counseling, GE mentor coach, special education services, speech, occupational therapy, and reading specialists. Mentoring services include reading buddies and teacher buddy (teacher reads, eats lunch, spends more time with a particular student in need). NPE also participates in big brother, big sister reader friends with NPI, a sister school with older students who come and read to or with our students. Nicoma Park Elementary welcomes student teachers from state universities to complete their student teaching experience. Often times excellent student teachers return to our site to interview and subsequently are offered positions as available. Our critical transition points are between the grades of Pre-K and Kindergarten, as they are moving from a half day program to a full day, and between 2nd and 3rd grades as our 2nd graders move to a different building for intermediate grades 3rd through 5th. To help ease

these transitions, pre-k students tour the kindergarten classrooms and parent meetings are held to inform families of kindergarten expectations. 2nd grade students tour their new building each Spring and meet the new Principals and teachers. They also get to ask questions from older students and parents are invited to the new school for orientation meetings. All teachers collaborate to ensure students have what they need to feel comfortable. The counselors are involved in the planning of these activities and are available during the tours and meetings to answer questions and provide coping strategies. Both school sites offer various times for Parent Orientations that explain the expectations and routines of the schools. All faculty meet in vertical teams twice a year to discuss standards and curriculum alignment as well as easing transitions between grades. When new students enter the school, they are placed in the classroom with the lowest number of children. These children are provided with a tour, a Thursday Folder with policies and procedures listed, and are introduced to their new classmates.

4. Nicoma Park Elementary uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services. While attending NPE, students have outside resources including Tri-City counseling. All teachers have been to Great Expectations and are experienced on behavioral issues. All of our teachers have either attended the PLC (Professional Learning Community) conference or have been trained using the train the trainer method at our site. During this training teachers learned to analyze data, share strategies, and change instruction to meet the needs of students identified by their data. PLC teams meet weekly to monitor and evaluate improved student achievement. They find or create assessments to suit their students' needs and continually evaluate the effectiveness of their assessment methods. The district sends out a timeline of testing using the STAR reading and math tests which dictates dates for beginning of the year, middle of the year, and end of the year testing. At Nicoma Park Elementary five STAR screening dates are set for all students K-2nd grade. All teachers are made aware of these dates and plan curriculum instruction appropriately. Formative assessments include STAR, STAR Early Literacy, STAR Math, weekly exams included with our purchased curriculum, and District made benchmark exams. Summative assessments include running records, checklists, and anecdotal notes. Teachers apply student data to their instruction by using it to set PLC goals and to readjust instruction where needed.

5. Nicoma Park Elementary uses clear criteria and process for making decisions regarding level and length of student participation in tiered supports. Teachers constantly monitor student needs and seek out appropriate services to meet those needs. When students are struggling academically or behaviorally, teachers set up a meeting with the RTI team and begin documenting interventions and tracking student growth. In their classrooms they use flexible grouping to complete guided reading and guided math lessons. They also use differentiated instruction to meet all students' needs. Teachers are provided training in varied strategies through Great Expectations workshops, Dyslexia training, and collaborate together in PLC and grade level teams sharing successful intervention strategies. We also take time monthly to share effective classroom techniques during faculty meetings. Students are provided additional assistance through a variety of methods. Reading specialists pull out students in small groups thirty minutes per day to provide systematic, sequential, explicit instruction. Students are chosen for this program following a rank order according to STAR testing data and teacher referral. Students who are just outside of the rank order are serviced through an academic coach for pull out tutoring twice a week, thirty minutes per session. Additional children with special needs, identified through testing, are also pulled out for interventions according to their IEP's. All students are progress monitored weekly to ensure academic growth. We also collect work samples for every child to track student growth in the form of a student portfolio. To determine

appropriate instructional strategies, teachers will meet in focus groups to analyze data and discuss the effectiveness of the strategies they implemented.

6. Nicoma Park Elementary offers a range of extended learning opportunities within and beyond the school day and the school year. We provide Indian tutoring after school to struggling Native American Students. We also provide a summer school program for our Title I, Native American, and Special Education students, as well as an Academic Coach during school hours. To encourage participation in these programs we advertise them widely in newsletters, Thursday Folders, and on our school website. We also discuss these programs during spring parent/teacher conferences. In some cases, transportation is provided and we offer multiple sessions to make it more convenient for parents during the summer programs. During and after school tutors are provided information about the children attending their programs from their regular classroom teachers. This information includes their reading and math scores and the levels each child reached in the CR success or Wilson programs. Each student is also given pre and post tests to determine the effectiveness of their instruction and provide information back to their regular classroom teachers. Students and families also have access to LEXIA, Mobymax, and First in Math computer programs, as well as FROG Family Fun Packs, which they can use at home and throughout the summer as an extension of the school year to enhance learning opportunities. To strengthen the core academic program, summer school teachers use the same curriculum students are accustomed to seeing during the regular school year.

7. Nicoma Park Elementary participates in professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. Our staff has participated in professional development in Professional Learning Communities (PLC), ELA Standards Review training, Great Expectations, CR Success Training, Engage OK, Foundations, Wilson Reading, and the district also provided dyslexia training to all certified teachers PK-12th grade, as well as a number of other diverse professional development opportunities. The assistant principal attended LETRS Principal Primer and several teachers attended the following conferences/workshops: International Literacy Association, Oklahoma Reading Association, and Oklahoma Reading Summit, Decoding Dyslexia, Red Rover Readers, Trauma Summit, and OERB.

8. Nicoma Park Elementary uses clear, diverse strategies to recruit and retain effective teachers particularly in high need subjects. All teachers and paraprofessionals at Nicoma Park Elementary are highly qualified. Our district does not offer incentives for advanced degrees or National Board Certifications other than the state issued stipends and the increase in step pay. We have notified parents of their right to request information regarding qualifications of teachers and paraprofessionals and have developed a template for notifying families in the instance students are taught by a non-highly qualified teacher for more than 4 weeks. A data chart is kept in the office to document degrees earned and years of experience. Nicoma Park Elementary employees 31 certified teachers, 2 teacher assistants, 1 academic coach, and 8 paraprofessionals, all of whom are highly qualified. The years of experience for our certified staff breaks down as follows: 5 have taught 0-3 years, 6 have taught 4-10 years, 5 have taught 11-15 years, 5 have taught 16-20 years, and 10 teachers have taught 21+ years. The degrees received for our certified staff is 21 have a Bachelor's, 10 have their Master's, both administrators have Master's +15.



4. Coordination and Integration
<input checked="" type="checkbox"/> By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided. [ESSA, Section 1114b(5)] or <input type="checkbox"/> By checking this box, the school principal certifies that, if State, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESSA, Section 1114b(7)(B)]
Meets Expectations
<ol style="list-style-type: none">1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.2. Leverages funding streams to connect the reform strategies developed.3. Outlines how the school will meet the intents and purposes of each funding source.4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.
Developing
<ol style="list-style-type: none">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
<ol style="list-style-type: none">1. The identified resources are insufficient to impact student outcomes.2. Funding streams do not support any of the reform strategies.3. Unclear description of the intent and purpose of the funding sources.4. Unclear description of how funds will be used to meet intent and purpose of the programs.

Addressing the above expectations, complete the table below. Then, describe in the box below the ways in which funds are to be braided the Title I schoolwide program.

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available

Coordination and Integration

1. Site principals meet with central office administration, Title I Director, Special Services Director, Chief Financial Officer, and Superintendent each semester to discuss efficacy of programs, staffing, and professional development needs. The Title I director meets formally with the special education director monthly and informally on an ongoing basis. The special education director also serves as the district Homeless Liaison as well as the person in charge of identifying and serving ESL students. Together the special education director and the Title I director coordinate resources to reduce duplication and fragmentation of services. Title I director also meets with the district Title VII director monthly to coordinate services such as after school tutoring programs, summer school, and purchases of materials to make sure that services are not fragmented and duplicated. It is our goal to make sure that services and materials provided from all sources complement and supplement the general education program and each other. Prior to investing in any new materials or services, Title I director meets with the curriculum director, special education director, and when appropriate, Indian Education director to discuss how the materials and services will align.
2. Title I funds will be used to improve instructional practices and strategies in the areas of reading, math and learning through technology awareness.
3. Nicoma Park Elementary will meet the intents and purposes of each funding source by spending our Title I funds in the areas of teacher salaries, instructional strategies, and in the purchase of hands-on learning/teaching materials, as well as related technology equipment such as Chromebooks. Currently, Nicoma Park Elementary employs two Title I Reading Specialists.
4. The Nicoma Park Elementary PTO earmarks \$1,500 each year to assist in ongoing technology upgrades. In addition, the PTO has purchased over \$10,000 in Chromebooks to provide all classrooms with additional Chromebooks and/or new computers. Moreover, teachers continue to apply for grants through Donors Choose, Oklahoma Gas and Electric, CNP Schools Education Foundation, local church and civic organizations, and Oklahoma Educators Credit Union. Recently, a kindergarten teacher received classroom funding through a Cox Charities Education Grant. In addition, Title I funds have contributed to implementing an Action Base Learning lab, provide multi-lingual FROG Family Fun Packs, as well as multi-lingual Home Connections for families.



5. Evaluation and Plan Revision
<input checked="" type="checkbox"/> By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [ESSA, Section 1114(b)(3)]
Meets Expectations
<ol style="list-style-type: none">1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.2. The monitoring and revising of the Title I schoolwide plan includes regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.
Developing
<ol style="list-style-type: none">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
<ol style="list-style-type: none">1. School leadership does not have a regular process to monitor and adjust the Title I schoolwide plan.2. Some monitoring of the Title I schoolwide plan takes place, but there is not a process to regularly adjust the plan to increase student learning.3. School leadership reviews student achievement and growth data.

Addressing the above expectations, describe in the box below how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement to determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation and Plan Revision

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title 1 Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implantation. Our site has developed a Parent Involvement Policy and a Parent-School Compact. These documents are sent home in Thursday Folders with students at the beginning of the school year. The Title I committee reviews them annually and makes adjustments where needed. During each of our school wide activities, families are given a survey to gauge the effectiveness and the number of students/parents who participated. Families are notified about school events and volunteer opportunities through various means including class newsletters, school newsletters, emails, flyers, posters, marquee sign, Home Connections literature, and phone calls. For several years we have offered a "Hands on Reading" night where we provide parents training in ways to help their children become successful readers. This night also provides time for parents to ask questions and see strategies implemented first hand. Our district uses PowerSchool which provides an online gradebook with parent access. Students in grade Pre-K thru 2nd do not receive letter grades and therefore parents are informed of their child's progress through regular discussions with the teachers, progress reports, and quarterly report cards. Parents are informed of the state standards as they are listed on our report cards.

2. The monitoring and revision of the Title 1 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. Teachers practice ongoing monitoring of student needs and seek out appropriate services to meet those needs. When students are struggling academically or behaviorally, teachers set up a meeting with the RTI team and begin documenting interventions and tracking student growth. In their classrooms they use flexible grouping to complete guided reading and guided math lessons. They also use differentiated instruction to meet all students' needs. Teachers are provided training in varied strategies through Great Expectations workshops and collaborate together in PLC and grade level teams sharing successful intervention strategies. We also take time monthly to share effective classroom techniques during faculty meetings. Students are provided additional assistance through a variety of methods. Reading specialists pull out students in small groups thirty minutes per day to provide systematic, sequential, explicit instruction. Students are chosen for this program following a rank order according to STAR testing data and teacher referral. Students who are just outside of the rank order are serviced through an academic coach for pull out tutoring twice a week, thirty minutes per session. Additional children with special needs, identified through testing, are also pulled out for interventions according to their IEPs. All students are progress monitored weekly to ensure academic growth. We also collect work samples for every child to track student growth in the form of a student portfolio. To determine appropriate instructional strategies, teachers will meet in focus groups to analyze data and discuss the effectiveness of the strategies they implemented. Teachers communicate daily with parents through take home folders, behavior charts, newsletters, phone calls, and emails. Each teacher sends weekly newsletters in folders and uploads them onto the school website. They also document this communication in communication logs kept in their personal binders which are reviewed during regular evaluations by administration. Formal parent/teacher conferences are

scheduled twice a year with times offered during the day or evening hours. Teachers also hold informal conferences when needed throughout the year.

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 area. An annual Title I parent meeting is held at the beginning of the year. This meeting is also offered different times to make it convenient to attend. Parents are informed of the meeting through notes sent in the Thursday Folder, school calendars, and it is listed on the school website. Parents are encouraged to become active learning partners by having many opportunities to participate in school functions such as Friday assemblies, PTO meetings, volunteer opportunities, music programs, Grandparents Day, Pastries with Parents, Super Kids Day, Parent/Teacher Conferences, and many other special celebrations. Our comprehensive needs assessment will be monitored by our Title I committee. The committee will use information gathered by our grade level teams during PLC and grade level plan times. Grade level teams will use report card, STAR, and benchmark data to identify three areas of strengths and three areas of weakness for reading and math every quarter. The grade level teams and vertical teams will then discuss successful strategies to improve the areas of weakness, track growth in those areas, and will report back to members of the Title I team. The Title I team will meet regularly to make sure the strategies implemented are effective. The team will also develop Needs Assessment Surveys for our parents and students to gauge the effectiveness of our programs. The results will be analyzed by the Title I team and will be shared with parents and faculty during Title I meetings. The committee will also develop goals based on the weaknesses identified by the PLC teams which will become part of our school's improvement plan.