



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-2024

DATE LAST REVIEWED

Date: May 9, 2023

DISTRICT INFORMATION

District Name:	Chickasha
County/District Code:	Grady/261001
Superintendent Name:	Rick Croslin
Telephone:	405-222-6500
Email address:	rcroslin@chickasha.k12.ok.us

SCHOOL INFORMATION

School Name:	Lincoln Elementary
School Site Code:	115
Principal Name:	Dr. R.P. Ashanti-Alexander
Telephone:	405-222-6520
Email address:	Rashanti-alexander@chickasha.k12.ok.us
School Poverty Rate	77.05%

INSTRUCTIONS

Each of the five sections of the plan is composed of three parts.

- The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under “Meets Expectations.” Corresponding points under the headings “Developing” and “Does Not Meet Expectations” are provided for the sake of clarity.
- The third part is a text box where narrative answers are to be entered. There is no word or character limit.

1. Parent and Community Stakeholder Involvement

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

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESSA, Section 1114(b)(2)]
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA, Section 1114(b)(4)]
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]

Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I schoolwide plan.
3. The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.
4. The Title I schoolwide plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.
4. The Title I schoolwide plan is posted in English on the school's website.

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

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.

- Lincoln uses many avenues of communication. These include paper notes/newsletters, school Facebook page, school website, calendars, marquee, agendas, email, phone messages, classroom applications (DOJO), conferences, and access to parent portals for programs.
- Lincoln Meet/Greet (Parent Informational Meeting)-held one evening prior to the start of school. Parents receive information addressing Title I participation, student agendas, handbooks, Study Island programs, Oklahoma Academic Standards (OAS), online resources, curriculum calendars, assessments, classroom procedures, and schedules. A packet is also provided to parents. This information about Lincoln's schoolwide status/resources, a summary of the site Title I plan, and the Parent Participation Policy. For any parent who does not attend, a packet is sent home. The time/date/location of Lincoln's Meet/Greet (Parent Informational Meeting) is announced on the school Facebook page and the home page of the school website. In addition, announcements may be made on the school calendar or mass generated phone call.
- USAO-The school cultivates relationships with the local university for the mutual benefit of each site's students and staff. This is done through the use of teacher mentors and USAO students volunteering at Beautiful Day.
- School/Parent/Student Compacts-presented to parents at the beginning of each school year or during fall conferences. Compacts detail how teachers, parents, and students work together to maximize academic achievement and can guide discussion during conference time. The compact is reviewed and updated at the annual site Title I meeting.
- Conferences-Parent-teacher and/or parent-student-teacher conferences with classroom teachers are scheduled according to the district calendar for all students. Other conferences may be scheduled as needed. Conference time will include guidance for parents in interpreting assessment results and monitoring their child's progress.
- Programs, Activities, and Celebrations-scheduled throughout the year. Parents are encouraged to attend, volunteer, or participate at events to involve them in their child's education.
- Parent Information/Materials/Training-offered periodically throughout the school year and the beginning of summer. In response to needs assessment/survey data, information/materials/training are provided for parents seeking to support their child's reading or math achievement.
- Home Language Surveys-conducted and maintained by the coordinator of EL records. The home language surveys are used as resources to identify parents whose involvement could be enhanced by having access to non-English achievement reports, surveys, or other written communication.
- Parent Involvement Survey-offered annually each spring. Parents may give feedback concerning resources, communication, safety, and culture. The survey is provided on paper and in electronic form. Data is summarized for the site planning team and shared as appropriate.

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.

- The core planning team members were selected to represent all groups served by-and charged with implementing-our schoolwide plan. This includes principals, Title I personnel, classroom teachers, student services personnel, and parents. All groups were kept informed of our planning process/progress and invited to participate or provide feedback. Final approved plans are sent electronically to all planning team members and school personnel. Additionally, printed copies of the plan are available for review at all times.
- During the spring planning process, all parents have the opportunity to complete a parent involvement survey and give feedback concerning resources, communication, safety, and culture. The survey is provided on paper and in electronic form.
- Parent representatives are included on the site planning committee. All parents are informed of the proposed updates to the plan and the meeting date/time. Parents are encouraged to provide feedback and are invited to attend the meeting.
- The schoolwide plan is available for review at any time-with tentative revisions as well as the final approved copy.
- The school offers a School-Parent-Student Compact and maintains a Parent Participation Policy to act as guiding forces throughout the school year. (See supporting documents.)

3. The school vision and mission for student success are collaboratively developed based on beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.

The Title I Mission Statement acts as the foundation for the schoolwide plan:

Title I, Part A of the Elementary and Secondary Education Act of 1965 (reauthorized in the No Child Left Behind Act of 2001, which was replaced by the Every Student Succeeds Act of 2015) provides local educational agencies (LEAs or school districts) with extra resources to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunity as other children to meet challenging state academic standards.

The Vision and Values collaboratively developed by "Team Chickasha":

Vision: Building Pride – Inspiring Excellence – Empowering All

Values:

- RESPECT for ourselves, others, and the community
- PERSONAL RESPONSIBILITY for our words, actions and behaviors
- OPEN COMMUNICATION between students, parents, school and community
- INTEGRITY through kindness, fairness and compassion
- EXCELLENCE in all we do

Lincoln Elementary School's collaboratively developed Mission Statement: The mission of Lincoln Elementary School is to create for all students an educational experience that prepares them for college and career readiness at the elementary level.

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 stakeholder of the school.

Lincoln Elementary School's Schoolwide Plan is available to all stakeholders in many formats: printed summary form, electronic (email, Google Drive, school website link), and full printed copy upon request at any time. Additionally, the district is in the process of securing services to enable quality translation of the schoolwide plan into alternate languages for wider community access.

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.

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 school system (e.g., diagnostic review) and perception data, gathered from several sources.

Student Achievement Data

- Renaissance/STAR assessment data is collected (at a minimum) at the beginning, middle, and end of the school year.
- OSTP data from spring assessments typically is not available until summer, but data from the previous year is reviewed.
- Data from curriculum-based common assessments is collected in accordance with grade-level curriculum calendars.
- Data from curriculum-related programs (e.g., Study Island and Renaissance Place) is collected in real-time. Reports are generated for desired intervals and purposes.

Perception Data

- Staff, parent, and student surveys are offered in the spring. Feedback is summarized and shared to assist with planning.
- Professional development feedback is collected after each professional development offering.

Demographic Data

- All demographic data (including attendance) is maintained in the school and central office. It is updated continually and available for review at any time.

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).

- Renaissance/STAR Screening, Summary, Annual Progress, and Growth Reports are analyzed and data is included in the Comprehensive Data Profile. The data is viewed through the lenses of both achievement and growth. For each grade level and subject, the team considers the percent of students above both STAR benchmark (40th percentile) and OSTP benchmark, how that changes over the year, and how those figures compare with previous years. The team also considers the changes in mean Scaled Scores and associated Percentile Ranks over the year as well as how our changes look in the context of previous years. Finally, the team considers the percentage of students attaining their personal growth targets for the school year, how that data compares with national "typical growth" norms, and how the data looks when compared to previous years. Further, reporting groups are used to monitor the achievement/growth of subgroups (Title I intervention students, EL students, and students served with an IEP) in relation to their grade-level peers. Reporting capabilities in Renaissance also allow for viewing data according to racial/ethnic groups and any characteristics indicated in the program. (See supporting documents for the Comprehensive Data Profile.)

- OSTP data available for review typically runs one year behind. School A-F Report Card data for achievement and growth is filtered and viewed for each subgroup. (See supporting documents for the School A-F Report Card.)
- Study Island and Renaissance Place provide detailed student information in real time. Summary/dashboard data is analyzed to determine how students overall are progressing through the programs and in relation to personal goals. The team considers the grade/achievement/mastery levels for each subject as well as major categories of sub-skills.
- Teachers are compensated for entering common formative assessments on a district-wide utilized platform to ensure student data is measured in a uniform manner to address students' academic needs and to improve student achievement.
- Surveys (staff, parent, and parent) are offered in the spring. After collecting responses for at least two weeks, all data is summarized for the planning team and shared as appropriate. In addition, professional development feedback is sought after each offering. The principal or administration relays key elements of feedback to the planning team.
- Demographic data is provided by the school and central offices. The team considers significant changes and ongoing trends in the make-up of the school's student body and staff. Also, the team reviews overall attendance and discipline data to identify trends and areas of concern. As reporting capabilities become enhanced, the team will further be able to view attendance and discipline data through the subgroup filters.

3. Examines student, teacher, school and community strengths and needs.

Strengths

- Majority of parents responding to survey feel welcome, participate in school activities, and are willing to learn more
- Growth mindset as we work toward meeting individual needs of both teachers and students
- Majority of students ending the school year above the 40th percentile in STAR Reading than the national average for 5th and 6th grades
- Majority of students ending the school year above the 40th percentile in STAR Math than the national average for 5th and 6th grades
- Overall STAR Reading and STAR Math scores reflect the majority of students in 5th and 6th grades meet their expected growth targets (indicated by SGP) and that median SGP scores are within or beyond typical growth ranges
- Reading and math tutors provide effective support--even though limited in budget/hours of availability

Areas of Need

- Achievement – the percentage of students on-track throughout the year to perform at the Proficient or Advanced level on their next OSTP Reading/Math assessments
- Professional Development – opportunities to deepen understanding in accessing/using data, maximizing the capabilities of online resources, and investigating specific reading skill gaps
- Parent/Family Support – information and resources offered to parents about motivating/engaging their children
- Title I/Federal Programs Teacher-increase student achievement by providing remediation to students whose OAS standard specific needs are identified by common assessments and/or English Language Surveys

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.

Focus Goals

- Increase the percentage of students on/above the pathway to proficiency (as reflected in STAR Reading and STAR Math) over the baselines established in 2018-19.
- Provide professional development opportunities and resources to deepen understanding in accessing/using data, maximizing the capabilities of online resources, and investigating specific reading skill gaps.
- Offer resources and information to parents (through a variety of means) about motivating/engaging their children.
- Provide targeted remediation by the Title I/Federal Programs teacher as indicated by common assessments in accordance with the grade level curriculum calendars.

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.

- The Comprehensive Data Profile reflects general upward trends in STAR Reading/Math achievement both within the current school year and in comparison to the previous year.

- School leadership teams who view STAR data by subgroup observe no significant disparities when compared to overall groups. Particularly, English Learners and students served in Title I intervention groups demonstrate growth that often outpaces that of their grade-level peers.

(See supporting documents for the Comprehensive Data Profile.)

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.

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.

- The Oklahoma Academic Standards provide the framework that supports the scope and sequence of skills for each grade level. For purposes of continuity, remediation, and extension, teachers can view standards in the previous or subsequent grade levels. Teacher teams create curriculum calendars--adjusting continually according to needs.
- Lincoln Elementary School uses evidence-based core series for Reading and Math. Each series provides resources for intervention and enrichment. The reading series also provides specific resources for English Learners. McGraw Hill SRA kits were purchased as a resource for assist with intervention and enrichment.
- Teachers have a multitude of supportive curricular resources--both digital and non-digital. These include Study Island, IXL, and district textbooks.

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.

In order of greatest need, students determined to be low-achieving or at risk of not meeting the state student academic achievement standards will receive targeted instructional intervention implemented by the classroom teacher, Title I/Federal Programs teacher, Special Education teacher, and/or intervention tutors.

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.

- Classroom (Tier 1) Intervention
Classroom teachers use real-time program data to determine which students may need additional support beyond the math/reading blocks. Either individually or within small-group rotations, teachers provide support using program or teacher-selected resources. (Additionally, a certified Title I math tutor and reading tutor are available to provide support within and beyond the classroom.) Because intervention resources/activities are suggested by the curricular program, they are specifically aligned with the regular classroom material. Teachers evaluate effectiveness by monitoring how students are able to proceed independently or transfer knowledge to subsequent activities.

- Title I Reading Intervention

The Renaissance/STAR Reading scores along with OAS benchmark testing determine which students are needing additional tutoring. Certified tutors provide reading intervention to as many students as they can accommodate in small groups. (With large numbers eligible, tutors may prioritize based on past results, access to other services, and other classroom indicators.) They use a variety of resources/activities to improve phonics/decoding skills, vocabulary, comprehension, and fluency. In addition, tutors coordinate with the regular classroom by monitoring areas of struggle identified by STAR Reading and by supporting students as they work toward their independent reading goals. Tutors evaluate effectiveness by continually using formative assessments, monitoring real-time data, and analyzing growth/achievement data from Renaissance/STAR Reading and Study Island.

- Title I Math Intervention

The Renaissance/STAR Math scores along with OAS benchmark testing determine which students are needing additional tutoring. Certified tutors provide math intervention to as many students as they can accommodate in small groups. (With large numbers eligible, tutors may prioritize based on past results, access to other services, and other classroom indicators.) They use a variety of resources/activities to improve math fluency, math vocabulary, and other skills needed for each grade level. In addition, tutors coordinate with the regular classroom by monitoring areas of struggle identified by STAR Math and by supporting students as they work toward their independent math goals. Tutors evaluate effectiveness by continually using formative assessments, monitoring real-time data, and analyzing growth/achievement data from Renaissance/STAR Math and Study Island.

- Title I/Federal Programs Teacher (Tier II)

The Title I/Federal Programs teacher uses the data from the OAS benchmark testing to determine which students need additional instruction on specific reading and math skills. Using a variety of resources/activities students will work in a small group setting to provide more focused reading/math instruction. A schedule will be followed to service students in math and reading instruction the entire school year.

4. The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.

- Lincoln Elementary School uses a behavior matrix as its tiered model for addressing both positive and negative behavior.
- Classroom teachers, school counselor, and principals all have expectations outlined in the behavior matrix.
- The school office follows a tiered process for addressing chronic absenteeism, along with the use of Lincoln's graduation coach who monitors absences and academic progress.

5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.

(Addressed in Item 3 above.)

6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.

- Summer Session

Renaissance/STAR Reading and Math scores, as well as classroom teacher recommendations inform the selection process for inviting students to Summer Session. The one-month session is an extension of the classroom reading curriculum. It includes instruction with phonics/decoding, vocabulary, comprehension, and fluency. Teachers evaluate effectiveness by documenting observations and gathering data on formative assessments throughout. In addition, teachers monitor Renaissance/STAR Reading and Math scores on the next scheduled assessment.

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.

- During district-designated professional development days, learning opportunities will be offered to all district personnel which support site curriculum, instruction, assessment, and/or technology use.
- In addition to district-designated days, there will be professional development offered within and beyond the school day in response to site needs. The Comprehensive Needs Assessment reveals a need to deepen understanding in accessing/using data, maximizing the capabilities of online resources, and investigating specific reading skill gaps. Professional development offered in the coming year may include HMH and/or Science of Reading.

8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

Lincoln Elementary maintains a continuous partnership with the University of Science and Arts of Oklahoma (USAO). This serves to provide Lincoln with access to future professional educators as well as to provide these students with opportunities to gain practical experience.

- Lincoln Elementary hosts USAO students as student teachers, classroom observers, and tutors.
 - Lincoln Elementary seeks to support all teachers—but particularly those who are new to the profession or new to the school.
- First-year teachers are assigned a mentor to provide support and guidance throughout the year.
- All new teachers and those newer to the building have designated resource people to help familiarize them with Lincoln's organization, routines, expectations, curriculum, and assessments.
- The District Curriculum Director regularly schedules time to meet with first-year teachers and provide modeling/guidance as needed.



- As it presents, information is passed on to teachers about advanced learning, free/discounted tuition opportunities, and other resources offered.

4. Coordination and Integration

☒ By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided. [ESSA, Section 1114b(5)]

or

☐ By checking this box, the school principal certifies that, if State, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESSA, Section 1114b(7)(B)]

Meets Expectations

1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.

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

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

1. Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.

The previous sections of this plan outline the fiscal, human, and time-related resources aimed at the foundational Title I schoolwide mission of improving student outcomes.

2. Leverages funding streams to connect the reform strategies developed.

Title I

- Title I Specialist
- Certified Intervention Tutors
- Curricular Resources
- Assessment
- Professional Development
- Parental Involvement
- Summer Session

Title II

- Professional Development

JOM/Title VI

- Certified Reading/Math Tutors
- Summer Session

3. Outlines how the school will meet the intents and purposes of each funding source.

- Title I (Part A) - Ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.
- Title II (Part A) - Prepare, train, and recruit high quality teachers, principals, or other leaders.
- JOM/Title VI - Support the education of Native American students.

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.

- Title I and/or Reading Sufficiency provide funds for online curricular resources (e.g., Renaissance, Study Island, Generation Genius) as well as the technology to support their use.
- Assessment data informs or works in tandem with online resources.
- All certified personnel (from all funding sources) coordinate efforts to serve struggling learners within and beyond the classroom, both within and beyond the school year.
- Site-based instructional coaches support teachers in the efficient and effective use of classroom routines, programs, resources, technology, and assessment results.

5. Evaluation and Plan Revision

☒ By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [ESSA, Section 1114(b)(3)]

Meets Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revising of the Title I schoolwide plan includes regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Developing

1. School leadership uses state assessment results to annually evaluate the Title I schoolwide plan.
2. The monitoring and revision of the Title I schoolwide plan is based upon limited types of data and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I schoolwide plan.
2. Some monitoring of the Title I schoolwide plan takes place, but there is not a process to regularly adjust the plan to increase student learning.
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.

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.

Lincoln Elementary School's Annual Program Review details:

- Site Program Review Team
- Data Collection
- Data Analysis (including strengths and needs)
- Review of the Current Plan Strategies
- Modifications to the Plan (including revised focus goals)

School leadership keeps the intent of the Annual Program Review at the forefront:

Just as the schoolwide plan should be considered a living document, the annual review should be thought of as a continuous cycle always affecting future progress of the schoolwide program. A review of the strategies and action steps originally proposed in the plan, an analysis of data, and input from various stakeholders should inform revision of the original schoolwide plan and reflect a revitalization of the school's commitment ensuring all students have equal opportunity to achieve at high levels.

The annual program review, supporting documents, and revised schoolwide plan will be kept on file at the school site and made available to all stakeholders.

(See supporting documents for Annual Program Review.)

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.

(See supporting documents for Comprehensive Data Profile and Annual Program Review.)

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.

(See supporting documents for Comprehensive Data Profile and Annual Program Review.)



TITLE I
LINCOLN ELEMENTARY
COMPREHENSIVE DATA PROFILE

Enrollment			
	2022-2023	2021-2022	2020-2021
5 th Grade	141	149	129
6 th Grade	135	155	124
Total	276	304	253

Student to Classroom Teacher Ratio			
	2022-2023	2021-2022	2020-2021
5 th Grade	141/6 24:1	149/6 25:1	129/6 22:1
6 th Grade	135/6 23:1	155/6 26:1	124/6 21:1
Total	276/12 23:1	304/12 25:1	253/12 21:1

Demographics/Statistics			
	2022-2023	2021-2022	2020-2021
Hispanic/Latino	18%	16%	14%
African American/Black	10%	8%	9%
Native American	9%	11%	10%
Asian/Pacific Islander	0.4%	1%	0.4%
White/Caucasian	48%	52%	56%
Other/Two or More Races	14%	13%	11%

Demographics/Statistics			
	2022-2023	2021-2022	2020-2021
Average Attendance	91.4%	90.6%	93.1%
Free/Reduced Lunch	62.3%	57.5%	75.3%
Special Education*	21%	15%	17%
English Language Learners	2%	2%	3%

*includes speech



RENAISSANCE/STAR DATA

Lens: Achievement

Question: What percentage of students scored at or above the STAR benchmark of 40th percentile (by grade level and subject) at the beginning, middle, and end of the school year and how does that compare with previous year(s)?

STAR Report: Screening Report (nationally-normed District Benchmark selected)

STAR Reading and Math Percentage of Students At/Above 40 th Percentile 2022-2023						
Grades	STAR Reading			STAR Math		
	Fall	Winter	Spring	Fall	Winter	Spring
5 th	53%	46%	57%	64%	68%	64%
6 th	43%	41%	54%	55%	54%	56%

STAR Reading and Math Percentage of Students At/Above 40 th Percentile 2021-2022						
Grades	STAR Reading			STAR Math		
	Fall	Winter	Spring	Fall	Winter	Spring
5 th	60%	65%	70%	65%	75%	79%
6 th	57%	60%	62%	63%	64%	67%

STAR Reading and Math Percentage of Students At/Above 40 th Percentile 2020-2021						
Grades	STAR Reading			STAR Math		
	Fall	Winter	Spring	Fall	Winter	Spring
5 th	66%	68%	70%	62%	65%	68%
6 th	52%	57%	60%	58%	60%	64%



Lens: Achievement

Question: What percentage of students are on track to meet spring Oklahoma School Testing Program (OSTP) proficient or advanced levels (by grade level and subject) at the beginning, middle, and end of the school year and how does that compare with previous year(s)?

STAR Report: STAR State Performance Report

STAR Reading and Math Percentage of Students On Track for OSTP Proficient/Advanced Levels 2022-2023						
Grades	STAR Reading			STAR Math		
	Fall	Winter	Spring	Fall	Winter	Spring
5 th	40%	35%	41%	31%	38%	40%
6 th	34%	33%	36%	25%	26%	25%

STAR Reading and Math Percentage of Students On Track for OSTP Proficient/Advanced Levels 2021-2022						
Grades	STAR Reading			STAR Math		
	Fall	Winter	Spring	Fall	Winter	Spring
5 th	43%	46%	48%	49%	52%	56%
6 th	46%	48%	49%	45%	51%	50%

STAR Reading and Math Percentage of Students On Track for OSTP Proficient/Advanced Levels 2020-2021						
Grades	STAR Reading			STAR Math		
	Fall	Winter	Spring	Fall	Winter	Spring
5 th	50%	52%	53%	51%	53%	56%
6 th	52%	53%	52%	54%	52%	53%

Lens: Achievement and Growth

Question: How did our average/median Scaled Score (SS) and Percentile Rank (PR) change (by grade level and subject) over the course of the school year and how does that compare with previous year(s)?

STAR Report: Summary Report

STAR Reading and Math Median Scaled Score and Percentile Rank 2022-2023

Grades	STAR Reading			STAR Math		
	Fall	Winter	Spring	Fall	Winter	Spring
5 th	1030/45 th	1020/35 th	1045/46 th	1018/54 th	1041/62 nd	1049/58 th
6 th	1047/36 th	1049/33 rd	1071/43 rd	1049/47 th	1050/41 st	1069/45 th

STAR Reading and Math Median Scaled Score and Percentile Rank 2021-2022

Grades	STAR Reading			STAR Math		
	Fall	Winter	Spring	Fall	Winter	Spring
5 th	1029/44 th	1022/34 th	1041/45 th	1020/56 th	1032/60 th	1048/64 th
6 th	1045/35 th	1047/37 th	1070/43 rd	1045/45 th	1047/47 th	1049/50 th

STAR Reading and Math Median Scaled Score and Percentile Rank 2020-2021

Grades	STAR Reading			STAR Math		
	Fall	Winter	Spring	Fall	Winter	Spring
5 th	1028/44 th	1021/42 nd	1044/45 th	1010/40 th	1023/35 th	1030/46 th
6 th	1044/35 th	1045/34 th	10520/38 th	1040/40 th	1042/38 th	1048/40 th

Lens: Growth

Question: What percentage of students met their individual expected growth expectation (by grade and subject) and how does overall median growth compare to what is typical?

With default parameters, 60% of students are expected to meet their growth expectations. Student Growth Percentile (SGP) compares growth rate to that of peers. A median SGP of 35-65 is considered typical.*

STAR Report: Growth Report

STAR Reading and Math Percentage of Students Meeting Expected Growth 2022-2023				
Grades	STAR Reading		STAR Math	
	Current Mid-year	Current End-of-Year	Current Mid-year	Current End-of-Year
5 th	57/107=53% SGP: 54	16/23=70% SGP: 64	52/108=48% SGP: 49	22/42:52% SGP: 50
6 th	50/91=55% SGP: 54	22/41=56% SGP: 56	47/91=52% SGP: 50	48/93=52% SGP:50

STAR Reading and Math Percentage of Students Meeting Expected Growth 2021-2022				
Grades	STAR Reading		STAR Math	
	Current Mid-year	Current End-of-Year	Current Mid-year	Current End-of-Year
5 th	49/107=46% SGP: 54	17/35=49% SGP: 64	51/107=48% SGP: 49	24/45:53% SGP: 50
6 th	45/91=55% SGP: 54	20/45=56% SGP: 56	48/91=53% SGP: 50	50/95=53% SGP:50

STAR Reading and Math Percentage of Students Meeting Expected Growth 2020-2021				
Grades	STAR Reading		STAR Math	
	Current Mid-year	Current End-of-Year	Current Mid-year	Current End-of-Year
5 th	52/109=48% SGP: 54	35/56=63% SGP: 64	55/109=50% SGP: 49	38/58:66% SGP: 50
6 th	50/93=54% SGP: 54	55/95=58% SGP: 56	44/93=47% SGP: 50	55/96=57% SGP:50

*SGP evolves within three assessment windows. It is not possible to generate a “past SGP”.