



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

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| School Year: 2021-2022 |
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| DATE LAST REVIEWED |
|--------------------|
| Date: 9/16/21 |

| DISTRICT INFORMATION | |
|-----------------------|------------------------------------|
| District Name: | Choctaw Nicoma Park Public Schools |
| County/District Code: | OK-55-1104 |
| Superintendent Name: | Mr. David Reid |
| Telephone: | 405-390-5481 |
| Email address: | dreid@cnpsschools.org |

| SCHOOL INFORMATION | |
|---------------------|------------------------|
| School Name: | Choctaw Elementary |
| School Site Code: | 105 |
| Principal Name: | Cheryl Lidia |
| Telephone: | 405-390-2225 |
| Email address: | clidia@cnpsschools.org |
| School Poverty Rate | 45% |

| INSTRUCTIONS |
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| <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. |

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| 1. Parent and Community Stakeholder Involvement |
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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.

1.1 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.

Meets Expectations

- The Steering Committee strategizes the best ways to incorporate more community involvement based on the results of the needs assessment. Administrators encourage participation from all stakeholders on the Title 1 Committee.
- Choctaw Elementary's plan has been developed with the involvement of parents and other members of the community, including principals, classroom teachers, special education teachers, the media center specialist, the school counselor, and other school leaders.
- Communication is regularly provided to parents through emails, texts, flyers, and through the school website.
- A Title I Review is completed annually with the Title I committee, to review progress, identify areas of need, and to ensure implementation of the Title I Plan as well as to discuss strategies to increase family and community member involvement.

The Title I team is dedicated to increasing family and community stakeholder involvement. Measures were put into place to ensure a diversity of stakeholders. A special education teacher, ELL representative, and an additional parent and community member were added to the Title I committee to ensure the most at-risk students were represented. A representative from the Eastern Oklahoma Technology Center (EOC Tech) was added to the committee.

1.2 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.

Meets Expectations

- Title I committee members sought out parents of children in special education to become part of the Title I committee. A Title I parent was added to the committee. All Title I parents are encouraged to participate.
- Special Education teacher, EL (English Learner) representative, community members of local organizations, parent(s) of Native American student(s), parent(s) of a child/children in special education are invited to be a part of the Title I committee and are encouraged to contribute to the Title I plan as well as to the information and data reviewed at the annual Title I Review.

1.3 Title I committee members will revisit the school vision and mission statement in keeping with the district vision and mission statement.

Meets Expectations

An item has been added to the agenda for the Title I committee to discuss, review, and modify (as needed) the school's vision and mission statements. This will allow for all stakeholders to provide input.

1.4 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.

Meets Expectations

- Title I Plan, communication re: development, evaluation and revision are available in all languages represented within our school population. Translations of all Title I documents are available for EL families as needed. Google Translate will be our means of translation for all Title I communication as well as other school communication.

Choctaw Elementary has identified families in need of translated documents regarding Title I. The languages identified included Spanish and Simplified Chinese. Title I documents and other school communications are translated into identified languages.

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.

Choctaw Elementary School's Comprehensive Needs Assessment is a process that is used to identify needs and performance challenges. This data is used to determine root causes of students who are struggling academically and set priorities for future action. Choctaw Elementary uses information from the Comprehensive Needs Assessment to inform, improve instructional planning and budgeting.

Assessments used:

1. STAR Early Assessment
2. STAR Reading Assessment
3. STAR Math Assessment

4. OSTP 2020-2021, Reading & Math Assessments Grades 3-5
5. Formative assessments

2.1 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.

Meets Expectations

- Title I surveys were sent to parents, teachers, and students to gather perceptions data from a variety of sources.
- In addition to the performance assessments listed above, data is derived from various sources including Lexia Core 5 and classroom formative and summative assessments.
- Average Daily attendance from the 20-21 school year was 95.6% with the average daily membership of 312 students.

OSTP English Language Arts (ELA)

| Performance Year | Below Basic % | Grade 3 | Grade 4 | Grade 5 |
|--------------------|----------------------|---------|---------|---------|
| 20-21 | | 9 | 12 | 8 |
| 19-20 Did not test | | xxx | xxx | xxx |
| 18-19 | | 7 | 6 | 4 |

OSTP English Language Arts (ELA)

| Performance Year | Basic % | Grade 3 | Grade 4 | Grade 5 |
|------------------|----------------|---------|---------|---------|
| 20-21 | | 21 | 16 | 10 |
| 19-20 DNT | | xxx | xxx | xxx |
| 18-19 | | 7 | 8 | 18 |



OSTP English Language Arts (ELA)

| Performance Year | Proficient % | Grade 3 | Grade 4 | Grade 5 |
|------------------|---------------------|---------|---------|---------|
| 20-21 | | 15 | 18 | 6 |
| 19-20 DNT | | xxx | xxx | xxx |
| 18-19 | | 17 | 29 | 16 |

OSTP English Language Arts (ELA)

| Performance Year | Advanced % | Grade 3 | Grade 4 | Grade 5 |
|------------------|-------------------|---------|---------|---------|
| 20-21 | | 2 | 2 | 1 |
| 19-20 DNT | | xxx | xxx | xxx |
| 18-19 | | 6 | 7 | 7 |

OSTP Math

| Performance Year | Below Basic % | Grade 3 | Grade 4 | Grade 5 |
|------------------|----------------------|---------|---------|---------|
| 20-21 | | 3 | 9 | 7 |
| 19-20 DNT | | xxx | xxx | xxx |
| 18-19 | | 0 | 6 | 4 |

OSTP Math

| Performance Year | Basic % | Grade 3 | Grade 4 | Grade 5 |
|------------------|----------------|---------|---------|---------|
| 20-21 | | 24 | 16 | 14 |

| | | | | |
|-----------|--|-----|-----|-----|
| 19-20 DNT | | xxx | xxx | xxx |
| 18-19 | | 8 | 10 | 20 |

OSTP Math

| | | | | |
|------------------|--------------|---------|---------|---------|
| Performance Year | Proficient % | Grade 3 | Grade 4 | Grade 5 |
| 20-21 | | 9 | 16 | 11 |
| 19-20 DNT | | xxx | xxx | xxx |
| 18-19 | | 13 | 19 | 14 |

OSTP Math

| | | | | |
|------------------|------------|---------|---------|---------|
| Performance Year | Advanced % | Grade 3 | Grade 4 | Grade 5 |
| 20-21 | | 11 | 7 | 2 |
| 19-20 DNT | | xxx | xxx | xxx |
| 18-19 | | 16 | 17 | 7 |

2.2 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).

Meets Expectations

- Performance data for students with Specific Learning Disabilities, English Learners, and Economically Disadvantaged students was derived from STAR scores.
- Non performance data was obtained from the parent assessment surveys.
- Initial identification of EL students was obtained from parent registrations forms. The parent indicates race and language spoken in the home.



DATA and GOALS

| Choctaw Elementary - Total Student Population STAR Reading Scores | | | |
|--|--|--|-----------------|
| School Year | Beginning of Year % of Students At or Above Benchmark | End of Year % of Students At or Above Benchmark | Increase |
| 21-22 | 67% | Goal of 90% | |
| 20-21 | 63% | 75% | 12% |
| 19-20 | 66% | 85% | 19% |

| Choctaw Elementary - Specific Learning Disorder (SLD) STAR Reading Scores | | | |
|--|--|--|---------------|
| School Year | Beginning of Year % of Students At or Above Benchmark | End of Year % of Students At or Above Benchmark | Change |
| 21-22 | 14% | Goal of 90% | |
| 20-21 | 58% | 53% | -5 |

| Choctaw Elementary - English Learners STAR Reading Scores | | | |
|--|--|--|-----------------|
| School Year | Beginning of Year % of Students At or Above Benchmark | End of Year % of Students At or Above Benchmark | Increase |
| 21-22 | 37% | Goal of 90% | |
| 20-21 | 50% | 50% | 0 |

| Choctaw Elementary - Children who are Economically Disadvantaged STAR Reading Scores | | | |
|---|--|--|-----------------|
| School Year | Beginning of Year % of Students At or Above Benchmark | End of Year % of Students At or Above Benchmark | Increase |
| 21-22 | 68% | Goal of 90% | |



| Performance Year | Proficient and Advanced % | Non Free and Reduced | Free and Reduced |
|------------------|----------------------------------|----------------------|------------------|
| 20-21 | | 40% | 22% |
| 19-20 | | Unavailable | Unavailable |
| 18-19 | | Unavailable | Unavailable |

OSTP English Language Arts (ELA) Grade 4

| Performance Year | Proficient and Advanced % | Non Free and Reduced | Free and Reduced |
|------------------|----------------------------------|----------------------|------------------|
| 20-21 | | 45% | 30% |
| 19-20 | | Unavailable | Unavailable |
| 18-19 | | Unavailable | Unavailable |

OSTP English Language Arts (ELA) Grade 5

| Performance Year | Proficient and Advanced % | Non Free and Reduced | Free and Reduced |
|------------------|----------------------------------|----------------------|------------------|
| 20-21 | | 17% | 30% |
| 19-20 | | Unavailable | Unavailable |
| 18-19 | | Unavailable | Unavailable |

OSTP Math Grade 3

| Performance Year | Proficient and | Non Free and Reduced | Free and Reduced |
|------------------|-----------------------|----------------------|------------------|
|------------------|-----------------------|----------------------|------------------|



| | | | |
|-------|-------------------|-------------|-------------|
| 20-21 | Advanced % | 46% | 31% |
| 19-20 | | Unavailable | Unavailable |
| 18-19 | | Unavailable | Unavailable |

OSTP Math **Grade 4**

| | | | |
|------------------|----------------------------------|----------------------|------------------|
| Performance Year | Proficient and Advanced % | Non Free and Reduced | Free and Reduced |
| 20-21 | | 58% | 10% |
| 19-20 | | Unavailable | Unavailable |
| 18-19 | | Unavailable | Unavailable |

OSTP Math **Grade 5**

| | | | |
|------------------|----------------------------------|----------------------|------------------|
| Performance Year | Proficient and Advanced % | Non Free and Reduced | Free and Reduced |
| 20-21 | | 29% | 60% |
| 19-20 | | Unavailable | Unavailable |
| 18-19 | | Unavailable | Unavailable |

OSTP Science **Grade 5**

| | | | |
|------------------|----------------------------------|----------------------|------------------|
| Performance Year | Proficient and Advanced % | Non Free and Reduced | Free and Reduced |
| 20-21 | | 29% | 30% |
| 19-20 | | Unavailable | Unavailable |

| | | | |
|-------|--|-------------|-------------|
| 18-19 | | Unavailable | Unavailable |
|-------|--|-------------|-------------|

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

Meets Expectations

Surveys were given to multiple stakeholders including parents, teachers, and students. Analysis of the surveys helped to identify various strengths and needs. Focus will be placed on areas of greatest needs.

- Community strengths include the following:
 - Eastern Oklahoma County Technology Center (EOC Tech) provides materials and resources for classroom teachers through an after school STEM program.
 - EOC Tech Resource Center (EOCRC) provides school supplies to students and teachers.
 - EOCRC provides families in need with food and gifts around Christmas.
 - Midwest City Elks Lodge provides food baskets to families in need around Christmas .
 - Choctaw United Methodist Church provides food to families in need around Thanksgiving.
 - Tri-City Community Center provides free counseling for children within the Choctaw/Nicoma Park schools.
 - Calm Waters provides services for children experiencing things such as grief, divorce, trauma...
 - Parents have child care service available on campus through the YMCA.
 - The Rotary Club presents 3rd grade students with their own personal dictionary.
 - A local church offers tutoring for students.
 - Choctaw/Nicoma Park (CNP) Education Foundation offers grants to educators through an application process.

2.4 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.

Meets Expectations

Below is a list of strengths that were identified based on survey results. Areas of needs that will be addressed are included from each subgroup.

Results from a Parent Survey revealed the following strengths:

- Ease of communication with teachers
- Parents are encouraged to be involved with their child's education
- Parents feel that the teachers at Choctaw Elementary are interested in and cooperative when discussing their child's academics and other concerns
- Parents feel welcome at CE

Needs identified from the parent survey include:

- Parents are interested in volunteering opportunities at CE
- Parents want more information on how to help their child improve academically as well as more information on the teacher's academic goals.

Results from a student survey revealed the following strengths:

- Liking Choctaw Elementary
- Feeling safe in the classroom
- Feeling like their teachers really listen to and care about them
- Indicating that homework and online learning are important
- One hundred percent of students strongly agreed that their family wants them to do well in school

The greatest need identified from the Student Survey was learning strategies to assist students in resolving conflict.

Results from a teacher survey revealed the following strengths:

- Having high expectations for students
- Students having pride in their school
- Retaining the best teachers at Choctaw Elementary
- Teachers building strong relationships with students
- Students respecting their teachers
- Students respecting other students' differences
- School staff respecting and embracing diversity

Needs identified from Teacher Climate survey and from academic data include:

- A need to provide access of Title I materials to all educators
- Providing professional development that improves classroom instruction

AREAS OF FOCUS for 2.4:

1. For parents: Choctaw Elementary will provide more resources through the school website to assist parents in helping their child succeed academically.
2. For students: Students will be given specific lessons that address school safety and conflict management through our guidance and PE classes.
3. For teachers: Title 1 materials and programs will be made accessible to all classroom teachers in a systematic manner. The means to how teachers utilize and implement these materials will be communicated. The Title I teachers provide professional development on specific screenings and interventions to address reading difficulties.
4. Ongoing professional development to improve instruction will continue to be provided to our teachers.
5. Overall FOCUS and GOAL: By the end of this school year, all parents will feel more able to assist their child to succeed academically, teachers will have a better understanding of the resources our school has available, and

students will have more skills in the areas of conflict resolution and safety for all. Our ultimate goal is for the overall improvement and well being of each student. It will take all stakeholders doing their part as we strive to reach this goal. The Title I committee shall use the information obtained from the Needs Assessments to help all Choctaw Elementary students meet grade level benchmark on the STAR Reading assessment by the end of the school year.

2.5 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.

Meets Expectations

Student progress is assessed schoolwide 3 times a year using the Renaissance STAR Screening Report. The December 2020 STAR Reading results for students directly being served by a reading specialist shows an increase in student achievement from the beginning of the year. Percentile rank was used to determine growth.

- Title I instructor # 1 - 26 out of 29 students showed growth
- Title I Instructor # 2 - 25 out of 30 students showed growth

Data is and will continue to be analyzed from various sources to identify areas of improvement. Teachers and administrators review past OSTP testing to identify areas of need, formative and summative assessments to guide instruction, and analysis of STAR testing to identify targeted reading skills. Formative assessment information is gathered and reported to identify the development of knowledge and skills, and summative assessment is information gathered to determine students' mastery of skills. Following our Title 1 Schoolwide Plan, with fidelity, will guide us in our mission to ensure there are improved outcomes for all students, particularly those most at-risk.

Summary of Comprehensive Needs Assessment:

A needs assessment was conducted to identify strengths and needs of educators, students, parents, and the community. This information was analyzed to target a number of goals that could be put in place to address the identified needs.

Choctaw Elementary's Comprehensive Needs Assessment was compiled using multiple data sources, including: Parent, Teacher, and Student surveys, STAR Reading and STAR Early Reading assessments, student attendance, and professional development needs. Data from the OSTP testing is factored in as well.

One suggestion to address needs identified from the parent survey, includes having a sign-up table for parent volunteer opportunities at the entrance of the school during activities with parents present such as, Open House, school programs, parent/teacher conferences, book fairs... Volunteer opportunities can be broken down into onsite activities and activities that can be done virtually to allow all parents the opportunity to contribute.

An identified need of teachers that will be addressed in the Title I School Plan includes having professional development opportunities that directly impact classroom practices. A total of 24 hours of PD was required at the district level. Choctaw/Nicoma Park Schools have recently begun offering teachers a choice of professional development topics by offering breakout sessions during the district-wide professional development, allowing teachers choices of PD topics designed to fit individual teacher's needs.

Choctaw Elementary is a Title I Schoolwide program, all items purchased with Title I funds are available for all educators. A goal is to set up a system allowing teachers to easily access Title I materials for classroom use. Measures will be put into place to inform teachers what Title I materials are available to use in the classroom. Each teacher visits with the Response to Intervention (RTI) team periodically throughout the school year about students who are struggling academically. The RTI team consists of multiple educators including Title I reading specialists. Title I teachers will provide Title I resources at the RTI meetings that teachers may check out and use in their classrooms. In addition to this, the materials that are available will be placed in the Title I classroom in a designated area with easy access for teachers.

Needs that were identified related to the community and parents included volunteer opportunities (addressed above), getting information related to their child's academics, and possible after school tutoring for students. This information was obtained from specific questions on the parent survey as well as from comments in the comment section.

Parents indicated an interest in after school tutoring for students. Some possible resources may come from within the community. A local church has offered free after school tutoring for students. Due to concerns with Covid 19, tutoring will be offered at a later date. This information can be shared with parents that might be unaware of this opportunity once it becomes available. Another possible solution to after school tutoring that was noted was checking with teachers who might be available for tutoring after school for a nominal fee from parents who are interested.

Parents indicated a desire for information related to their child's academics including what is expected and how to help them. A link to the Oklahoma Academic standards will be added to CE's website. Information about content taught is sent in teacher newsletters as well and in Thursday folders. Additional information regarding "Helping Your Child Become a Successful Reader" is also sent home.

The media center specialist sends home information about how parents can access their child's progress on the Accelerated Reader program through the Home Connect program. Parents are also able to sign up for email notifications that will notify them when their child has completed an activity or assessment.

Title I Reading Specialists give information on how to help children with reading during the Title I Parent Information meeting. This includes resources from the community such as reading programs, apps for free audiobooks, programs at the Metropolitan Library System, and how to access books and audiobooks.

Lexia is an online reading program tailored to the reading needs of each student. It is offered to every student in the Title I program, all special education students, students on RTI, and other students in need. Information on how to sign in to Lexia is also sent home for those students. Epic Books is another online program available to all students. Information about accessing Epic Books is also sent home.

Responses from the student survey indicate a need for helping students learn to resolve conflicts by talking things out. Ideas to address this need include having the school counselor include conflict resolution in counseling lessons, training in and posting of information from the "Peaceful Playgrounds" Conflict Resolution Options, having classroom teachers review appropriate conflict resolution with their individual classes.

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.

Students are ranked in priority order, based on multiple measures including: STAR, OSTP scores, screenings i.e. Literacy First and CR Success screeners, and teacher referral according to the greatest reading needs for students. Instructional materials are research based. Selection for students placed in the Title I Program is made based upon the needs of the population served. Title I teachers collaborate with core academic teachers on a regular basis regarding how to support classroom curriculum and state standards.

Professional Learning Community (PLC) members meet bimonthly to identify students that need remediation on specific skills based on pretest data. A posttest is given to ensure students' acquisition of skills. Response to Intervention (RTI) and OSTP data are also analyzed to meet student needs.

Highly qualified teachers are recruited through an annual Job Fair. Our site's OSTP scores encourage highly qualified teachers to join our academic team. CE teacher turnover is significantly lower than the average. Professional development for teachers is provided to maximize virtual teaching opportunities to improve instruction.

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

Meets Expectations

- Classroom teachers provide enrichment by online teaching, coding i.e. programming for computers, teaching using manipulatives, and posting student work.
- Principals, classroom teachers, Title I teachers, a special education teacher and the school counselor meet monthly for Response to Intervention (RTI) in order to provide intervention for students struggling academically
- Jacket Tails, an after school school reading program provided by the media specialist via Zoom.
- Teachers and students walk to the local library to participate in various programs.
- Native American storytellers visit and share stories of their culture.
- Lexia reading program allows students to work on reading skills at home.
- Vocabulary is posted on walls throughout the school building.

Teachers at CE utilize a variety of resources to enrich the curriculum for students according to their needs. Curriculum specific to those students most at-risk, include the Lexia Core 5 online reading program, which is available to students in the Title I program, children in special education, and other students identified by classroom teachers as having a need for additional help in reading.

3.2 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.

Meets Expectations

Evidence-based interventions include: RTI assessments , running records, Lexia levels, STAR testing, Interventions for Professional Learning Communities (PLC), CR Success, Fountas & Pinnell, Take Flight, and Wilson Reading. Interventions for students in need include re-teaching of concepts identified by classroom teachers. Skills to target are identified in Professional Learning Communities (PLC) meetings and teachers administer post-tests to ensure students achieve mastery of the skills taught. In addition to this, students who struggle are placed on RTI and moved through the tiers, as needed. Students in the Title I program are taught with evidence based curriculum in small groups.

3.3 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.

Meets Expectations

- Response to Intervention (RTI) identifies struggling students and places them on tiers according to their needs. Teachers monitor progress on various skills weekly through pre and post tests.
- PLC teams include classroom teachers and Title I teachers. Teachers identify students struggling with specific skills and re-teach to mastery.
- Calm Waters is a mental health program available to students as referred by teachers, parents, and/or the school counselor. Parent permission is required.
- Additional counseling services are available through Tri-City Youth and Family Center.
- Native American tutoring is available after school.
- School counselor addresses subjects such as bullying, self-esteem, loss, and positive character attributes
- Transition information is provided to parents and students transitioning from Pre-K to kindergarten and for 5th grade students transitioning to middle school.

Students who struggle academically are placed on an RTI tier as soon as teachers identify an academic need and are moved through the RTI tiers as needed. Teachers identify skills and provide targeted interventions according to the number of minutes required on individual tiers. Tri-City Youth and Family Center provides counseling to students from CE as needed. Another resource for students who are experiencing grief is Calm Waters. It provides counseling at no charge to families. Additional support for students are listed above. The school counselor confers with parents regarding individual student needs.

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

Meets Expectations

Resources available include:

- Positive Behavior Interventions Supports (PBIS)
- Supporting Our Students (SOS) pairs teachers with students who need additional support
- Behavior Intervention Plans
- Classroom teachers, administrators, special education teachers and the school counselor collaborate in RTI meetings to help identify which students are in need of a behavior intervention
- Behavior intervention plans have clear processes on how to de-escalate behavior. Processes also include identifying antecedents to behavior problems to avoid escalation.
- School counselor does small group intervention and whole class instruction
- Counselor refers to outside services as needed
- Early interventions are provided to developmentally delayed preschool students

- Tri-City Youth and Family Counseling Agency is utilized as a resource, specifically for children with behavior, social and emotional difficulties

There are multiple resources utilized at CE to assist students' behavior issues. Students experiencing difficulty beyond the school's resources are referred to services within the community. See above notes for details regarding the criteria and processes for individual tiers related to behavior problems and early intervention services.

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

Meets Expectations

Students are identified for referral to RTI based on classroom work, STAR testing, formative and summative assessments in the classroom, and teacher observation. Students start out on Tier I and move up through the tiers as needed.

Criteria for level and length of student participation in tiered supports is as follows:

- Tier I lasts for 4-6 weeks. Intervention is provided 3x a week for 10-15 minutes
- Tier II lasts for 4-6 weeks. Intervention is provided 5x a week for 30-45 minutes
- Tier III lasts for 4-6 weeks. Intervention is provided 5x a week for 45-60 minutes

See above notes for details regarding criteria and process for level and length of student participation in tiered supports.

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

Meets Expectations

Extended learning opportunities include:

- Native American Education Tutoring
- Lexia Core 5 computer program - for use both at school and at home
- Information provided to parents regarding summer reading programs, as available
- Parent education and resources regarding home academic support is given at Title I meetings
- Provide information re: metropolitan library events and programs

Choctaw Elementary is fortunate to have multiple programs in place offering extended learning opportunities within and beyond the school day provided by the community and the school district. See above for details.

3.7 Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Meets Expectations

- All teachers are required to complete professional development on relevant topics including: bullying, child abuse prevention, and FERPA
- The district provides breakout sessions for various PD as indicated by the teachers' needs assessments
- Provided 3 hours of Dyslexia PD to fulfill the new state requirements for all teachers
- Provided 4 hours of PD on the implementation of virtual academic programs with an emphasis on reading
- Teacher participation in all PD activities is documented

In the 2019/2020 school year, administrators at the district level implemented new PD training. Teachers throughout the district were encouraged to sign up to provide PD in their area of expertise to other educators in the district.

Professionals outside the district were also brought in on various topics. The day set aside for PD, teachers were able to choose 4 breakout sessions of PD on their area of interest. This allowed for educators to attend PD on topics most relevant to their classroom practices. Teachers were offered 24 hours of professional development.

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

Meets Expectations

Choctaw Elementary provided the following diverse opportunities to recruit and retain effective teachers:

- Annual job fairs
- Teachers referring new teachers for teaching positions are offered money incentives
- Consistent step raises provided by the district regardless of none from state Administrators, both at Choctaw Elementary and at the district level, are constantly seeking novel ways to recruit and retain the best educators.
- Principals attend university job fairs to meet prospective new teachers

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 |
|--|------------------|
| Title I, ESSR, and State funding per district allocation | \$9000.00 |
| | |
| | |
| | |
| | |
| | |
| | |

4.1 Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.

Meets Expectations

The Title I Schoolwide plan is developed through the coordination and integration of the following:

- All resources purchased with Title I money are available to every student and teacher
- Many of the Chromebooks utilized in the classrooms have been purchased through Title I funds, CARES Act, and ESSER federal funds
- Tutoring is provided for Native American students after school.
- A Title I teacher provides tutoring for various students before and after school hours
- A local church offers tutoring for students.

Our local school site allocates funds for consumable materials for the Title 1 program. Federal guidelines specify monies are not to be spent on non consumable items.

4.2 Leverages funding streams to connect the reform strategies developed.

Meets Expectations

Additional funds are available to supplement the Title I program through the following sources:

- School staff coordinates with parent/teacher organization (PTO) to utilize PTO funds to meet classroom needs
- Media Specialist uses her budget to purchase professional development materials and other reading resources for parents, teachers, and students schoolwide
- Community members contribute to multiple classrooms by providing students with a book a month through Scholastic services

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

Meets Expectations

- Principal does an annual needs assessment with teachers' input to determine the reading needs of students and to provide materials that supplement curriculum as needed
- Staff and PTO communicate re: best use of PTO funds to meet students' needs; although not part of the Title budget
- The Media Specialist ensures that grants are related to classroom literacy needs

All sources of funding designated for the Title 1 program are carefully monitored. A budget of materials is maintained and reviewed annually.

4.4 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.

Meets Expectations

The annual budget for CE is designated by the Title I District Coordinator with the coordination of site principals and Title I teachers. Decisions on purchases are based on reading goals as identified in the Needs Assessment.

- Title I funds are used to keep technology up to date in the classrooms
- Chromebooks are provided for every student in 2nd - 5th grades
- A goal has been set to provide 1:1 Chromebooks for K-1st
- All materials purchased with Title I money are available to every child and educator schoolwide
- Buckle Down test preparation materials are available for 3rd - 5th grade students
- Red Cats, an amplification system, are available for teachers to use in classrooms

Choctaw Elementary has a comprehensive Title 1 program to meet the needs of the disadvantaged and high risk students.

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.

5.1 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.

Meets Expectations

- An Annual Title I Review meeting is conducted that includes community stakeholders, parents, teachers, administrators, the school counselor and media specialist in order to analyze data from multiple resources that guides the Title I Plan
- Revisions are made to the Title I Schoolwide Plan as needed
- Instruction is adjusted appropriately based on student progress. Data is gathered from summative and formative assessments and communicated during PLC and staff meetings.

Our plan will be evaluated three times each year to improve the program. The committee of principals, teachers, parents, community representatives and Title 1 reading specialists will also include the technical advice of the media specialist as they analyze data.

5.2 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.

Meets Expectations

- The Title I Committee will meet multiple times in a school year to analyze data to ensure the Title I Plan is effective in promoting student growth and to make adjustments to the plan as needed.
- Data gathered from monthly PLC and RTI meetings will be used to monitor and revise the Title I Schoolwide plan as necessary to increase student learning. Stakeholders are involved in this process.

5.3 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.

Meets Expectations

- Data is compiled from multiple resources and aggregated in order to see student progress compared to the previous year
- Teachers meet 2x/month in Professional Learning Communities (PLC). Teachers use pre and post tests to make adjustments to improve student performance.
- Classroom teachers, reading specialists, the school counselor, the special education teacher, as well as administrators comprise the RTI team. The team meets monthly to identify, intervene, or modify academic plans for students who are below grade level expectations.
- Schoolwide reading tests are given 3x a year to monitor student achievement and growth.
- A Title I meeting will be conducted at the beginning of the year after state testing results, mid-year, and at the end of the school year to adjust instructional practices as indicated by the data with the assistance of the Title I committee.

The process for inclusion of multiple stakeholders is in depth. This allows for growth and improvement to the Title 1 program. Administrators, teachers, parents, and community leaders comprise the committee.

Summary:

Choctaw Elementary continually strives to follow local, state and federal guidelines of the statewide Title I program. A concerted effort has been made to include all stakeholders as well. (I.e. Parents, Teachers, Students, Administrators, and Community Members.) It is important to include the committee members when decisions are made regarding Title 1. A diligent effort has been made to conduct an appropriate comprehensive needs assessments and then collectively review all data. This ensures that every student has an equal opportunity for educational success through a cycle of continuous improvements. The strategies our educators are implementing, directly linked to the needs assessment of our school. This provides multiple opportunities for evidence-based interventions for all students, particularly those at-risk.

The Title I school planning team will address data from assessments to make adjustments as needed. Ongoing data will be used to meet the goals of the program. The Title I plan is a work in progress and will be continually evaluated and adjusted to ensure ongoing improvement and success for all students.

{The documentation for each section has been maintained, and is available for your review upon request.}