Title I Schoolwide Plan
Every Student Succeeds Act, Section 1114

OKLAHOMA STATE DEPARTMENT OF EDUCATION
— CHAMPION EXCELLENCE —

2020-2021	✓ Initial Plan	5/19/20	☐ Revised Plan	
School Year		Date		Date

District Information

Lawton Public Schools
District Name

16 / I-008
County/District Number

Mr. Kevin Hime
Superintendent Name

580-357-6900
Phone

kevin.hime@lawtonps.org
Email

School Information

MacArthur Middle School
School Name

56.09%
School Poverty Rate

Regina Stuever
Principal Name

580-357-6900
Phone

Regina.stuever@lawton ps.org
Email

Instructions

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

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

I. Parent and Community Stakeholder Involvement

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

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessional present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **[ESSA, Section 1114(b)(2)]**

- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **[ESSA, Section 1114(b)(4)]**

- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. **[ESSA, Section 1116(b-g)]**

Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.

2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.

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

4. The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the Needs Assessment.

2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I Schoolwide Plan.

3. The school vision and mission for student success are communicated to families and are based on the beliefs and values of the school community.

4. The Title I Schoolwide Plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the Needs Assessment.

2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I Schoolwide Plan.

3. The school vision and mission for student success may not reflect the beliefs and values of the school community, or may not be embraced by families or community members.

4. The Title I Schoolwide Plan is posted in English on the school's website.

Addressing the above expectations, describe the strategies your school is using to increase family and community stakeholder involvement.

MacArthur Middle School will use the following 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.

• At the beginning of each school year, MMS will hold a Title I Annual Meeting to share the Title I Schoolwide Plan, the results of the needs assessment process, the school's goals and plans for improvement, the required Title I Parent's Right to Know documents, and how the SWP Team has identified and prioritized needs to improve the overall effectiveness of the school program. This meeting will be held during the first month of school in conjunction with Open House to increase family and community stakeholder attendance.

• MMS will host four Parent Teacher Conference Nights. Two will be conducted during each semester. Our Special Education Department will host one night in the fall and our Electives Department will host one in the spring. These departments will serve to provide updated parent information, share school information and conduct tours of the school. The focus will be to engage our parents and provide the opportunities for our parents to build relationships and ask questions.

• MMS will host a family night each semester focused on academic improvement in core subject areas and to promote interaction between staff/families and to share strategies and instructional materials families can use at home to support student learning. The strategies and materials will help meet the needs of all learners, especially economically disadvantaged students who may not have access to them otherwise. These meetings also provide an opportunity for MMS to provide parents with important information about OSTP assessments/OSDE school report cards/ Parent Portal, how to avoid chronic absenteeism, and the available supports for families of EL students in languages other than English.

• MMS will host a two meeting this year to support in-coming 6th graders during the critical transition between elementary and middle school. In August, an Open House Parent meeting will be held to answer questions, share information about the school and the importance of regular attendance, and support the students and parents as they locating their lockers, find their classes and meet their teachers. In May, MMS will host a Transition Parent Meeting for the families of 5th grade students at our feeder schools. The meeting will provide an opportunity for families to visit the school, meet the staff, and learn how to successfully transition into middle school. Summer reading materials may be distributed to the families of the most at-risk students.

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.
• A Needs Assessment Survey (with built in translation support) is sent to all stakeholders to gather input, including feedback from stakeholders representing all demographic and at-risk subgroups.
• The data collected from this survey is analyzed, along with data from many other sources, to develop, evaluate, revise, and monitor the SWP.
• Parent representative are active members of the Title I SWP Team. This parent interacts with other parents, including families of the most at-risk students, and bring feedback to the SWP Team meetings for review. The parent also will collaborate with staff to make decisions about all aspects of the Title I program.

MacArthur Middle School has developed a school vision and mission for student success based on the beliefs and values of the school community. Both the vision and mission will be revised based upon beginning-of-the-year survey feedback of families and community stakeholders, including those who represent the most at-risk students.
• MMS's Vision Statement: MacArthur Middle School will foster students' natural curiosity and love of

learning to build a strong foundation as life-long learners and responsible citizens.
• MMS's Mission Statement: The Mission of MacArthur Middle School is to advocate for our students to help them become productive citizens of good character.

The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, will be available in languages and formats accessible for every family and community stakeholder of the school. The SWP will be accessible on the MMS webpage, which includes an embedded application to translate content into multiple languages. The results of the Needs Assessment survey, and all required Title I parent notifications will be available on the webpage. Hard copies of these documents will be included in MMS's Public File and will be distributed to parents in a suitable language and/or format when requested. Hard copies will be translated into other languages as requested on the Home Language Surveys.

2. Comprehensive Needs Assessment

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

- the Title I Schoolwide Plan was developed based on a Comprehensive Needs Assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA, Section 1114(b)(6)]

Meets Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.

2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).

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

4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the Needs Assessment, for school improvement.

5. Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.

Developing

1. Includes performance and/or non-performance data gathered from a limited number of resources.

2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1111(c)(2) of ESSA.

3. Examines student strengths and needs.

4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.

5. Evidence shows that the schools Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students in general.

Does Not Meet Expectations

1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.

2. Includes analysis of the student body as a whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1111(c)(2) of ESSA.

3. Examines student deficits.

4. School administrators have not clearly and transparently identified and communicated the school's priorities.

5. Evidence does not show that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students.

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

MacArthur Middle School will analyze a variety of data sources, including performance/assessment data (OSTP, benchmarks) and non-performance student data (demographics, student attendance), and process data about the school system (OSDE school report cards) and perception data (Needs Assessment survey, Nine Essential Elements), gathered from several sources throughout the school year. MacArthur Middle School will compile this on-going data for review by the Title I Schoolwide Planning Team during the comprehensive needs assessment. Data will be disaggregated in multiple ways to identify patterns of strength and weakness across grade levels, content areas, and the whole school. Data will be closely examined to identify areas of concerns and/or at-risk student groups (EL, IEP, Eco Dis, all demographics). The SWP Team will use the data from the comprehensive needs assessment to evaluate the effectiveness of the current SWP and to make revisions as needed to promote a cycle of continuous improvement, with improved outcomes for all students, particularly those most at-risk.

During the Comprehensive Needs Assessment, MacArthur Middle School's SWP Team identified the following areas of strength and/or growth.
●Students: According to the 2018-2019 OSTP Math overall school strength trend is Geometry and Measurement; and the overall school strength in ELA is Writing Composite
●Teachers: Effective implementation of collaboration meetings; 87% of teachers have traditional certifications and over half of MMS teachers have more than 10 years of teaching experience; According to the 9EE survey (highest strength 4.8), MMS's staff care about students and inspire best efforts.
●School: Support staff (PCAs, TAs, Paras) provide effective and timely interventions for at-risk students; Growth in some areas reported on the OSDE school report card, especially with EL student growth.
●Parent/Community Involvement: Increased parent participation in PTA; increased membership by 212%. In addition, the MMS PTSA was awarded the highest membership percentage in the medium group division. According to the Needs Assessment survey, most parents have a favorable view of the school and do not identify barriers to school/home communication.
●Subgroups on the OSDE Report Card: most EL students met their ELPA growth targets and academic letter grade went from a F to a C; Eco Dis students, Hispanic, Asian/Pacific, and Two or more races at MMS earned the same letter grade in academic achievement on the OSDE school report card.

MacArthur Middle School SWP Team identified the following areas of weakness and/or concern:
●Students: Math is an area of weakness on the OSTP assessments and OSDE school report card. According to the data on the 18-19 OSTP Math the overall school weakness trend is Algebraic Reasoning; and the overall school weakness in ELA is Reading and Writing Process.
●Teachers: According to the 9EE Survey, some teachers and non-teaching staff do not feel they are involved in the decision making.
●School: Chronic absenteeism rates slightly improved by 0.2%; however, average daily tardies increased by 0.5%. According to the 9EE Survey, one the weaknesses was "Staffing based on student need". MMS needs an attendance secretary to aid with tracking student attendance and tardies, notifying parents, counselors, and grade level principals.
●Parent/Community Involvement: even though progress has been made, parent involvement is an area of weakness; a large number of students are living in traumatic/high stress situations (3.30% of students are identified as homeless and more than 63% of students are identified as economically disadvantaged)
●Subgroups on the OSDE Report Card: Black students and EL students overall report card grades are consistently lower than that of white, Asian/pacific islander, and two or more races students; IEP and Eco Dis subgroups overall letter grades are one letter-grade lower than their non-identified peers on the report card.

Based upon the results of the Needs Assessment, school, parent, and community stakeholder members of the MMS Team, have identified the following areas as priority needs/focus areas for school improvement.
●Academic Needs: Math overall priority, Algebraic Reasoning in specific; and the overall school weakness in ELA is Reading and Writing Process.
 ●Instructional Needs: Reducing chronic absenteeism rates, average daily tardies in specific; Staffing based on student need (Attendance Secretary); additional core team teacher per grade level for full teams, Imagine Learning for EL, STAR 360 to access students (used for benchmarks), and additional hot spots/access points to support distance learning.
●Subgroups: monitoring the progress of black, IEP, Eco Dis, and EL subgroups

3. Schoolwide Plan Strategies

☑ By checking this box, the school principal certifies that the Title I Schoolwide Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

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

Meets Expectations

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

Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the Comprehensive Needs Assessment, and may result in limited improvements in student learning.
3. Additional ongoing assistance is provided for students experiencing difficulty meeting State standards.

4. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day, but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

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

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

MacArthur Middle School will provide all students with a high-quality, rigorous, and enriching education (Tier I). While the expectations remain high for all students, the path to success varies based upon student need. In order to provide timely, effective assistance for students experiencing difficulty mastering the Oklahoma state standards, MMS will use a cycle of data analysis to monitor student progress. Teachers will assess students regularly using both formative and summative assessments. Teachers will analyze and use the assessment data to identify students in need of early intervention and to determine the most appropriate intervention format, the duration of the intervention, and the intensity of intervention for the student or small group. Tier 2 interventions used at MMS include small-group or individual remediation with the teacher/instructional paraprofessional during school and through after school tutoring, supplemental computer programs, and the use of instructional technology. The effectiveness of interventions will be evaluated through frequent progress monitoring. Data will be used to make decisions as to whether to continue, stop, or change the intervention plan. When data indicates more intensive interventions are needed, a team may decide to pursue special education assessment/placement or to provide additional Tier 3 interventions (such as co-taught classes, pull-out EL services).

MMS will also implement the following instructional strategies/supports:
● Collaborative/Group Learning to support academic and socio-emotional growth of all students; to scaffold support for identified at-risk Tier 2 and 3 subgroups (IEP, economically disadvantaged, and black); and to development of oral language skills and support EL students
●Common Formative Assessments to monitor instructional effectiveness and student mastery of instructional objectives; to make data-driven instructional decisions; to aid in the early identification of students needing additional supports to master curriculum; to ensure timely implementation of interventions; to monitor the progress of at-risk students/subgroups (black, IEP, economically disadvantaged, and EL)
● Using Technology/Computer Assisted Instruction Programs to support instruction: to maintain a one-to-one student to device ratio; to provide classrooms with instructional visual and auditory technology to address needs and enhance instruction; to build background and vocabulary of targeted at-risk subgroups (economically disadvantaged, EL, IEP); to supplement regular Tier 1 classroom instruction; to provide interventions for Tier 2 and 3 students; to increase the rigor for accelerated instruction
● As funds allow, EL teachers to provide Tier 2 or 3 interventions for EL students; to provide reading, writing, and oral language support for ELs; to support EL students in meeting growth targets
● Cross-curricular integration of math/science and ELA/social studies; to provide repeated and varied exposure in targeted areas ("Algebraic Reasoning" and "Reading and Writing Process")

MMS will provide professional development opportunities for staff to support the integration of Google classroom with current resources, to use instructional materials effectively, and to implement strategies for classroom/behavior management. To support teachers in closing curricular gaps, teacher will have opportunities to meet monthly as vertical subject-area teams.

Staff will be hired to upgrade the schoolwide program at MMS as funds allow: an attendance clerk to support the school goal of lowering chronic absenteeism; paraprofessionals to provide instructional support for at-risk students; a teacher trainer to provide on-going job-embedded professional development for teachers on implementing effective instruction; and an EL teacher to provide language support for identified EL students.

Lawton Public Schools provides professional development opportunities, technology rich classrooms,

access to instructional materials/supports, and a pay scale above the state minimum to recruit and retain effective teachers, particularly in high need subjects like math and science.

4. Coordination and Integration

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

- if appropriate and applicable, the Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I Schoolwide Plan outlines the ways in which funds are to be braided. **[ESSA, Section 1114(b)(5)]**

OR

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

- if State, local and other Federal programs are to be consolidated in project 785, then the Title I Schoolwide Plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. **[ESSA, Section 1114(b)(7)(B)]**

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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

Addressing the above expectations, list the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I Schoolwide program.

MacArthur Middle School leverages fiscal and human resources to improve student outcomes. Local, state, and federal funding sources are braided together to address school needs. MacArthur Middle School integrates Federal grants (Title I, Title II, Title III, Title IV, Title VI, Johnson-O'Malley, Title IX, and McKinney-Vento), Special Education funds (IDEA), competitive grants (Gear Up, DoDEA, MCASP, STEM, eRate, Lawton Public School Foundation), state funds, district funds, and donations. MacArthur Middle School leverages funding streams to provide reform strategies and supports identified in the SWP. Because student inclusion in subgroups overlap, fiscal/human/time resources from one funding source directly impact students in other subgroup and upgrade the entire schoolwide program and implement the identified reform strategies.

*The coordination of Title I, Gear Up, and local/state/ and federal funds will provide economically disadvantaged students with a fair and equal opportunity to reach proficiency on state academic achievement standards and state academic assessments. Title I funds, in coordination with other funding sources, will be used to provide the following supplemental fiscal, human, and time resources as funds allow:
   -instructional resources/materials
   -technology (e.g., infrastructure, devices, programs, assessments, tech accessories, licenses, devices and materials to support distance learning and connectivity)
   -professional development (e.g., consultants, training materials, conferences/travel, stipends)
   -parent engagement (e.g., materials for parent meetings, handbooks, communication, printing)
   -staff (e.g., attendance clerk, paraprofessionals, EL teacher, classroom teachers)
   -compliance/documentation supports

*The coordination of Title I, Title III, and district funds will assist EL students learn English and meet challenging state academic and student academic achievement standards. These funds will provide EL teachers, instructional materials, CAI programs, parent meetings/materials/language supports, and professional development as needed.

*The coordination of Title I, IDEA, and local funds will ensure the appropriate levels of instructional staff, physical and digital instructional/assessment materials/programs, and technology are available to meet the needs of students on IEPs.

*The coordination of Title I, Title VI, Johnson-O'Malley, Title IX, McKinney-Vento, DoDea, and state/local funds will address the academic, socio-emotional, and cultural needs of specific demographic, racial/ethnic, and occupational/situational subgroups.

5. Evaluation and Plan Revision

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

- the Title I Schoolwide Plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **[ESSA, Section 1114(b)(3)]**

Meets Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.

2. The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.

3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Developing

1. School leadership uses state assessment results to annually evaluate the Title I Schoolwide Plan.

2. The monitoring and revision of the Title I Schoolwide Plan is based upon limited types of data, and adjustments are not aligned to outcomes.

3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I Schoolwide Plan.

2. Some monitoring of the Title I Schoolwide Plan takes place, but there is not a process to regularly adjust the Title I Schoolwide Plan to increase student learning.

3. School leadership reviews student achievement and growth data.

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

MacArthur Middle School's Schoolwide Planning Team includes school staff, parent, and community stakeholders. The team will regularly monitor and adjust the Title I Schoolwide Plan based on short- and long-term goals for student outcomes and measures to evaluate high-quality implementation. The MMS SWP Team will review the SWP throughout the year using data from a variety of sources:
   -student learning performance/assessment data (OSTP, STAR),
   -non-performance student data (demographic, student attendance),
   -process data about the school system (OSDE school report cards), and
   -perception data (Needs Assessment survey, Nine Essential Elements).

The MMS SWP Team, along with school and district leadership, will use results from this comprehensive need assessment during an annual program review of the Title I Program and Schoolwide Plan. The team will identify strengths/weaknesses/trends, monitor the performance of the school and at-risk subgroups, and evaluate the implementation and effectiveness of the Title I SWP. Short- and long-term goals will be established and monitored throughout the year as data is gathered. Likewise, priority needs will be monitored after each assessment to determine if revisions to the SWP are needed in order for students to continue to make improvements.

MMS will regularly use formative and summative assessments to inform instructional decisions. Assessment data will be analyzed to evaluate instructional practices, and to determine patterns of student achievement and growth. Teams of teachers will meet weekly to collaboratively review data on student performance and instructional effectiveness. Additional data analysis meetings will be held after every benchmark assessment to support teachers, administrators, and district leadership in evaluating instructional practices, determining patterns of student achievement and growth, and identifying instructional gaps across classrooms, grade levels, and content areas. Instructional decisions will be based-upon this on-going system of data analysis. Short-term goals established in the MMS SWP are adjusted based upon the data after every summative assessment.

Student performance and assessment results will be shared with parents and families during parent-teacher conferences which will be held during each semester, in which parents and teachers can collaboratively address areas of concern and plans for improvement. Student performance will be disseminated through progress reports/report cards and through parent access to Lawton Public School's web-based grade/attendance/behavior program and the OSDE Parent Portal.