

2020-2021
School Year

Initial Plan 7/20/20
Date

Revised Plan _____
Date

District Information

Lawton Public Schools	16 / I-008
District Name	County/District Number
Mr. Kevin Hime	580-357-6900
Superintendent Name	Phone
kevin.hime@lawtonps.org	
Email	

School Information

Almor West	67.93%
School Name	School Poverty Rate
Kim Haney	580-357-6900
Principal Name	Phone
kim.haney@lawtonps.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.

In order to increase family and community involvement, Almor West Elementary School will conduct an annual needs assessment each spring. A “Needs Assessment Survey” will be digitally distributed (with options for translation into multiple languages) to all stakeholders, including representatives from all demographic and at-risk sub-groups. The data collected from this survey will be analyzed, along with data from many other sources, to develop, evaluate, revise, and monitor the Schoolwide Plan. Parent representatives will also be active members of the Title I Schoolwide Planning Team (SWP) and other schoolwide committees, such as the site School Planning Team and Safe & Healthy School Committees. Before school starts, Almor West Elementary School will host a Back to School Night for families as a way for families and staff to meet and build rapport. This event also will also serve as the Title I Annual Meeting, in which parents will hear an overview of the Almor West Elementary School Title I program and about their Parent's Rights through a visual presentation, handouts, Title I handbooks, and a question and answer opportunity. During this meeting, parents of all demographic subgroups and parents of the most at-risk students will be encouraged to sign up to serve on the Title I SWP Team and the LPS District Parent Advisory Committee (DPAC).

Additionally, Almor West Elementary School will hold Title I sponsored parent/family meetings such as Family Reading Night and Family STEM Night. To encourage parents and families to attend these meetings and events, we will 1) schedule meetings in conjunction with student performances, 2) distribute instructional materials to support learning at home, 3) share informational materials and handouts, and 4) provide opportunities for parents and students to engage in fun and meaningful activities with school staff. Almor West Elementary School will support two-way communication between school and home through hard copy and digital communications. Title I Handbooks/Planners and school websites will provide parents access to important resources (including Title I required documents). The information will be presented in a variety of languages and will keep parents informed of site and district events and opportunities. Almor West Elementary Schools also would like to hire a parent coordinator to act as a liaison between families and school staff and to help support the needs of families of the most at-risk subgroups on the OSTP (Economically Disadvantaged, IEP students, Hispanic/Latino students, and Black/African American students). Almor West Elementary School will hold a Summer Slide/Transition Parent Meeting to provide summer reading materials for families of the most at-risk students. Parent/Teacher Conferences will provide parents and teachers an opportunity to discuss student's strengths and weaknesses and to collaborate on how best to address needs.

Almor West Elementary School's vision and mission for student success are based on the beliefs and values of the school community. Almor West Elementary School will invite parents and community members to join staff at the beginning of the academic year to review and revise if necessary our vision/mission statements.

Almor West Elementary School's current vision for student success is as follows:

At Almor West Elementary School, our vision is to develop lifelong learners, critical thinkers, and responsible citizens who internalize a growth mindset.

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.

Almor West Elementary School will conduct data analysis throughout the year using a variety of data sources and formats as show beginning on page 13 of this document. The SWP Team will review performance data (OSTP assessment data, STAR Reading and Math data, OSDE report card data), non-performance student data (student attendance, demographics), process data about the school's system (OSDE report card data), and perception data (Needs Assessment Survey data responses from staff/parents/community members, Nine Essential Elements Survey data from staff, DPAC survey data) gathered from several sources and across multiple years.

The SWP Team (comprised of staff, parent representatives, and a community member) has identified the following areas of strength and/or growth at Almor West Elementary School:

Students: Student scores indicate the areas of vocabulary, research skills, reading foundations, and data and probability are strengths.

Teachers: 85% of Almor West Elementary Teachers have more than three years teaching experience. The teachers engaged in a staff book study of the book, *The Growth Mindset* by Dr. Dweck (2007). Teachers can identify growth mindset strategies and support students' building a growth mindset.

95% of Almor West Elementary teachers earned traditional certification credentials.

School: Collaboration between teachers and other staff members has increased (Meeting weekly).

Parents: School communication has improved with DoJo and website postings. Stem night was successful, bringing staff, students, and families together in very positive ways.

The SWP Team identified the following areas of need/weakness at Almor West Elementary School:

Students: Office referrals for disruptive behavior that affects instruction has increased. During the 2018-2019 school year, the School Report Card indicated "Academic Achievement" remained a letter grade D: scoring 12.7/35 points. The specific areas of "Science" and ELA indicated a decrease in earned points

School: Reading and writing process continues to be an area of weakness; Geometry and measurement are the school math area of greatest weakness.

Parents: Parental involvement has improved, but is still limited. Parent will receive an invitation from the students' teachers and principal to volunteer at the school.

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

Economically Disadvantaged: Scores on the School Report Card indicate an increase from 2017-2018: F to 2018-2019: B in Academic Growth. However, Academic Achievement earned a D for both school years.

Major Racial/Ethnic Groups: the qualifying subgroups at Almor West (Black, Hispanic, American Indian, and white) all indicate the lowest score in Academic Achievement. The subgroup white students scored higher than the other racial subgroups with an overall score of B. Hispanic students earned the score of C while Black students earned the overall grade of D. The subgroup, American Indian, score is recorded as N/A.

Students on IEPs: consistently perform better in math than in ELA on the OSTP, though both are weaknesses.

English Learners: according to the OSDE school report card, most EL students progress decreased: 2017-2018 to 2018-2019 from 9.3 points /15 points to 8.8 points/15 points, respectively.

Almor West Elementary OSDE School Report Card will indicate an increase of the Academic Achievement composite score of 36.3% in FY 2019 to 40 % in FY21.

Almor West Elementary STAR reading and writing process scores will increase 3% from beginning (August/September) to middle (December) of the year assessments and will increase by 3% from middle (December) to end of the year (May) on the STAR assessments.

Almor West Elementary STAR Geometry and Measurement scores will increase 3% from beginning (August/September) to middle (December) of the year assessments and will increase by 3% from middle

(December) to end of the year (May) on the STAR assessments.

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.

Academic Standards. The following supports and strategies help to provide a rich learning environment, to allow for early intervention services, and to prevent behavior problems.

Tier 1: All students will receive daily instruction presented in multiple formats to address a variety of learning styles and intelligences. Almor West Elementary has a high percentage of economically disadvantaged students; therefore, instruction will include supplemental support through 1) the use of technology and computer assisted instructional [CAI] programs, 2) the use of rich content materials including models/manipulatives/hands-on material, 3) small group instruction in coordination with learning centers/stations, and 4) the integration of reading and writing across all areas of the curriculum. Instruction will include both 5) concrete, foundational direct instruction and 6) higher-order questioning to promote growth and development at all levels. CAI programs such as Flocabulary can be accessed at home. Students and parents will be given log-in information during the first few weeks of school.

Teachers will use 1) teaching and discipline strategies that focuses on engaging academics, positive community, effective management, and developmental awareness. These strategies can promote student engagement and positive classroom management. Teachers will use 2) technology to promote a learning environment that both enriches and supports growth for every ability level. Almor West Elementary is working toward a 1-to-1 student to technological device ratio and audio/visual supportive technology in every classroom.

State OSTP Assessment data is analyzed each year to determine which specific students and student subgroups (EL, IEP, Eco Dis, all demographics) need timely interventions. Timely, on-going formative and summative assessments will be reviewed for student progress, and to identify when appropriate interventions are needed for struggling students. Students will be taught methods for self-regulation in order to drive instructional decisions. Evidence-based assessment tools will be used to monitor instructional effectiveness, assessment, goal-setting, and self-monitoring.

Due to the COVID-19 Pandemic, 2019-2020 OSTP Assessment Data is not available. Therefore, Almor West Staff will receive STAR training on or around August 20, 2020. In addition to instruction in using the program with fidelity, data analysis will be discussed. Furthermore, during grade level collaboration meeting, students' STAR data will be reviewed throughout the school year after each assessment period. Data will drive instruction and interventions as described above.

Tiers 2 and 3: When assessment or observational data indicates students need additional interventions, such as 1) flexible small groups may be formed for remediation under the direct guidance of teachers and/or instructional paraprofessionals, 2) the student may be assigned computer intervention programs, and/or 3) evidence-based instructional support strategies may be implemented (peer-tutoring, modeling, scaffolded instruction). If progress monitoring shows the student is still not successful, more intensive one-on-one student specific interventions may be implemented (e.g., Reading Recovery; extended-day tutoring; small group EL support). All supplemental supports and interventions will be monitored regularly for effectiveness and revised as necessary to ensure student success. Decisions about which intervention are implemented and the duration of need will be based on data and progress monitoring.

ECONOMICALLY DISADVANTAGED SUBGROUP: Because Almor West Elementary has a large number of economically disadvantaged students, we will endeavor to 1) provide targeted student instruction, 2) integrate the use of technology devices and programs, and 3) provide materials for intervention.

To address the "whole" child, effective and additional assistance will be provided for students experiencing any difficulties which could be addressed with counseling, school-based mental health programs, specialized instructional support services, mentoring services, etc. Parent will be contacted, parent permission obtained, then referral for service(s) will be submitted and documented.

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.

Almor West Elementary leverages fiscal and human resources to improve student outcomes. Lawton Elementary coordinates local, state, and federal funding sources to address school needs. Almor West Elementary braids funds from Federal grants (Title I, Title III, Title VI, Johnson-O'Malley, Title IX, and McKinney-Vento), Special Education funds, competitive grants (DoDEA, MCASP, STEM, eRate, Lawton Public School Foundation), state funds (Reading Sufficiency), district funds, and donations. Lawton Elementary leverages funding streams to connect the reform strategies. 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 (instructional curriculum/resources, technology infrastructure/materials/programs, staff, assessment/evaluation materials, professional development, and parent/family engagement).

*All funding sources are integrated to improve instructional effectiveness and to ensure progress of all students, particularly Almor West Elementary largest subgroup, economically disadvantaged students. Funds are layered to ensure adequate instructional staff, materials (e.g., technology, CAI, and instructional materials), professional development opportunities, and parent involvement supports (e.g., educational parent meetings, school/home communication materials, and materials for supporting learning at home) are available to provide economically disadvantaged students with a fair and equal opportunity to reach proficiency on state academic achievement standards and state academic assessments.

*Title I, Title III, and district funds are coordinated to address the needs of EL students through instructional materials, staffing, assessment materials, and professional development.

*Title I, IDEA, and local funds are coordinated to address the needs of IEP students through instructional staffing, instructional and assessment materials, and home/school collaboration.

*Title I, Title VI, Johnson-O'Malley, Title IX, McKinney-Vento, and Do DEA funds are braided together with state and district funds to address the academic, socio-emotional, and cultural needs of specific demographic, racial/ethnic, and occupational/situational subgroups. These funds are used to hire instructional staff and provide instructional resources/supports for identified subgroups.

*All funding sources will be coordinated to address the needs identified in the SWP by providing the following supplemental fiscal, human, and time resources:

- instructional resources/materials: (i.e., paper and copier charges)
- technology: infrastructure, devices (i.e., Chromebooks, iPads, JAMF), CAI programs/assessments, tech accessories, licenses, materials/supports for connectivity and distance learning
- professional development: teacher trainer/consultant, training materials, conferences/travel, stipends, book studies, EL training, CAI training
- parent engagement: materials for parent meetings, handbooks, communication supports, printing, consultants, parent coordinator
- staff:
- Title I compliance supports (i.e., DocuSign, staff)

Almor West Needs List

Computer Programs:

STAR 360

Imagine Learning

IXL

ESGI

Reading Eggs

Math Seeds

Reflex Math
Flocabulary
Brain Pop
No Red Ink (Noredink.com)
Books for Professional Development Book Studies
Hacking School Discipline
Lost at School
Finding Joy in Teaching
For White Folks who teach in the Hood
Becoming the Math Teacher: You Wish You Had
20 Books for a school book study (determined with staff input)
Manipulatives
Math
Supplies
Paper
Notebooks
Printer Ink
Student planners/folders
Materials for Parent Nights
Technology
Chromebooks and/or iPads
Mouse/Mice for computers
Interactive TVs
Internet boosters (may need)

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.

Almor West Elementary's Title I Schoolwide Planning (SWP) Team (including families, community, and staff stakeholders), will meet regularly to review and revise the Title I Schoolwide Plan. The team will monitor and adjust implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as data measures to evaluate high-quality implementation. Almor West Elementary will conduct an annual comprehensive needs assessment each spring and uses the data to evaluate and drive decisions about the SWP.

Multiple types of data will be compiled throughout the year and summarized during the annual needs assessment. 1) Long-term goals, such as addressing the Areas of Needs identified in the comprehensive needs assessment process, will be established during the May SWP meetings and progress will be monitored using performance and/or perception data throughout the year. 2) Short-term goals will be established during the May SWP meetings, then evaluated and revised after each STAR/OSTP assessment. This ongoing data analysis will drive instructional and student intervention decisions. 3) Data from these academic assessments, along with stakeholder perception data (PD evaluation forms, parent meeting attendance and feedback, Annual Needs Assessment surveys, staff Nine Essential Elements surveys) and trend academic/demographic/attendance data, will be collected and reviewed throughout the year and during the comprehensive needs assessment. This data will support the SWP team as they 1) evaluate implementation and success of the current SWP, 2) determine what needs have emerged and what changes are needed, and 3) revise the SWP in order for the school to have continuous student improvement, especially for subgroups that are furthest from meeting grade-level academic standards and/or passing the OSTP assessments. Once the new SWP is created, the SWP team monitors/evaluates the implementation and makes necessary adjustments each fall, winter, and spring. Additional SWP meetings are held if the team deems them necessary.

In addition to regularly scheduled SWP Team meetings, Almor West Elementary will use weekly formative assessment data to make decisions about daily instruction. Teachers will hold weekly collaboration meetings to discuss data and plan for instruction. Staff also will conduct on-going data analysis meetings when data is available from STAR, benchmark, and OSTP assessments and Oklahoma State Report Cards. Results from these formative and summative assessments will be shared with parents during parent-teacher conferences in the spring and fall, through progress reports and report cards, and through direct communication with families. Data will be used to 1) monitor individual/whole group student progress, 2) evaluate instructional effectiveness, 3) identify if timely interventions are needed, and 4) determine what lessons need to be taught next. As patterns emerge during progress monitoring, changes will be made to improve whole-class instruction and to adjust support group membership and/or strategy implementation. The SWP Team will use data to identify schoolwide trends and adjust the SWP as needed.