SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2022-2023

DATE LAST REVIEWED
Date: 10-1-2022

DISTRICT INFORMATION	
District Name:	Bixby Public Schools
County/District Code:	Tulsa/ I004
Superintendent Name:	Mr. Rob Miller
Telephone:	918-366-2200
Email address:	rmiller@bixbyps.org

SCHOOL INFORMATION	
School Name:	Central Elementary
School Site Code:	110
Principal Name:	Leslie Haynes
Telephone:	918-366-2272
Email address:	lhaynes@bixbyps.org
School Poverty Rate	40%

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

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

Oklahoma State Department of Education
Office of Federal Programs

1. Parent and Community Stakeholder Involvement

X 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.
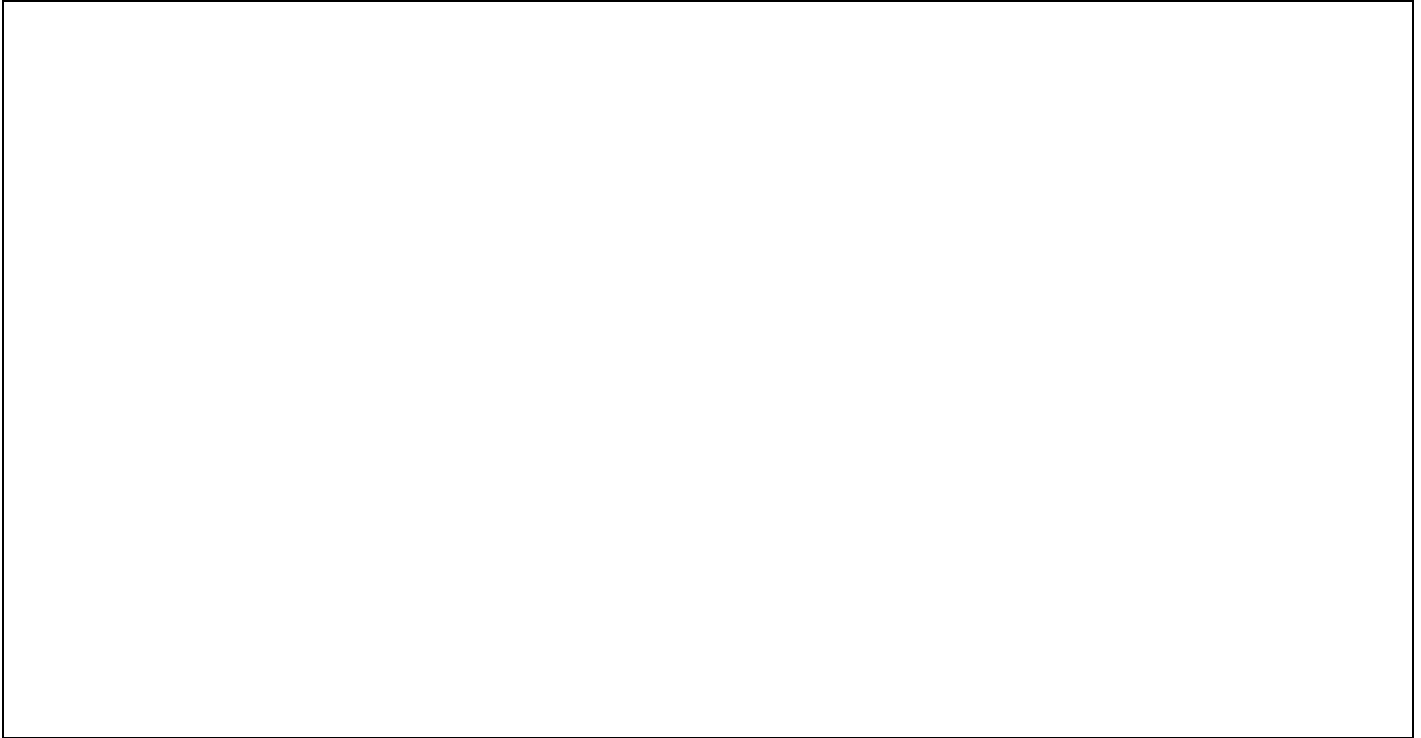4. The Title I schoolwide plan is posted in English on the school's website.

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

Central Elementary uses the following specific strategies to increase community stakeholders. We use our district's expected events, for example, Parent Orientation, to provide parents with more information about their student's reading level as well as "home" activities to raise their student's reading level. We incorporate Google Classroom as well as at home resources when students are at school as well as at home. We also found that through our SDE OAS objectives that we need some skill gap fillers for phonics and grammar. We have implemented a phonics program called Secret Stories and have added Heggerty Phonics in the year 21-22. We will also have a brand new reading series (HMH) in the year 22-23 that will incorporate the Heggerty Phonics program. We found that Secret Stories was a more tactile program while Heggerty brought repetition. With this program we have incorporated videos and information we have sent to parents. We do have other events like our PTO Family Fun Night that we do provide outside resources/materials to our parents as well as at parent conferences.

We incorporate our parents in several ways. We include them on the development and approval in the Title plan. We will have a Title Night during the year that incorporates different strategies for the parents as well as help them become familiar with the Title program. We have also included but not limited to parent/teacher engagement nights: PTO meetings, Title Nights, EL Engagement Night, Healthy and Fit School Committee, RSA and Title Review Committee and Safe Schools Committee meeting. We also send a letter school-wide to all parents so they are notified we are a school wide Title I school and how they can access resources if needed.

While developing our mission and vision statement we incorporated parents during this process. As a school, we have created team values that encompass the values of the teachers as a whole, parents and the school overall. Our district vision is "A place where all learners believe in the power to learn, excel and own their future". We also have a Title I Compact that incorporates what the "teacher, parent, and student will do....". All parents have access to the Parent Student Teacher Compact on our website.

Central Elementary makes the Title I plan available for all parents and students. During our Title Night we have interpretation services or programs available for any parent that speaks a different language. We gather parents during the revision, development and evaluation process. The plan is available on our website.

2. Comprehensive Needs Assessment

x 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.

Central Elementary uses a variety of data to determine a student's need and progress in their academic areas. We used FastBridge in the 21-22 school year but will use Amira in the 22-23 school year as our main screening tool. We also take into consideration while looking at a student's Reading skills gaps the following data: attendance, chronic absenteeism, other languages spoken in the home, free and reduced status, teacher's observations, Data Books scores, and other programs like IXL. *We also* identify needs through our PLC and SIT process (student intervention team). SIT is a process that we are refining and encompasses our OTISS process through SDE/OTISS grant.

We use the above data sources and input those scores and concerns into a spreadsheet that allows us to compare and discuss all students and their concerns. Our Title teachers, special education teachers, homeroom teachers, administration and counselors determine the main focus of skill for each child. Although all students may receive additional support through the Title I teachers, students who are the most in need of additional support are seen by the Title I teachers. This type of analysis is completed for students' academic area but behavior as well.

During the data (SIT) team meetings (with the information listed above) we discuss the students and what skill gaps they might have and additional information that might also influence their skill gaps. CE also uses our PLC every week to discuss these students with their grade levels. We are not an RTI evaluation school; however, our data team is set up with the same premises of leveled responses for our students.

Starting data using our new benchmarking system, Amira, determined the following students are at grade level.

K=25%

1st=49%

2nd=65%

3rd-60%

We discuss how this impacts our total population but also individual scores of students.

CE uses our Title Night to gather information and evaluate the program. We provide interpretation services during these meetings if needed as well as invitations for events to be translated into the language needed. We provide the IPRI plans as well in the student's first language.

Data provided by Amira.

3. Schoolwide Plan Strategies

x 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.

School-wide strategies for improvement include the Secret Stories and Heggerty Phonics program and a concentrated effort to increase reading, writing and the use of decoding while using phonics. We are also a Great Expectations school and follow and focus on the 17 Practices which includes many great practices that overlap any social-economic level. We also have a new Reading series that incorporates researched based strategies- HMH. Central Elementary will also do two book studies this year (books were purchased with TItle I funds). These two books will solidify and extend teachers' knowledge of brain development as well as critical thinking skills that many of our lower socio-economic students lack. The two books are Emotional Poverty by Ruby Payne and Dive Into Inquiry by Trevor McKenzie. For example, engagement, building relationships with students, using common language, vocabulary development just to name a few.

CE along with the strategies found in #1 do provide an environment during our PLC that true collaboration can occur and be that tier 1 and 2 for our students. Teachers give ideas, review data and provide interventions for those students who have gaps in academics and behavior. This type of PLC happens every week.

Students are identified quickly through our PLC and SIT process for the following programs we have available at CE: counseling, Title I teacher, Interventionist, Daybreak counselor, Indian Education tutor, and Structured Language Basics tutor (2 year tutor).

During our placement process we use a tiered system to place students academically and behaviorally. *W*e use this data not only to place students but also to provide strategic interventions with our Title, homeroom teachers and our interventionist.

During these meetings in #2, along with our monthly strategy meetings we discuss the progress of students. We measure progress in two to four week periods and if a student doesn't make progress then we move them to our SIT (student intervention team). We use our PLC and strategy team meetings to decide progress and direction of intervention.

Bixby Public School students may participate in the following supplemental activities as desired by their parents: Camp Invention, Academic Summer Camps, and community based programs.

During the summer and school year, CE provides many opportunities for teacher professional development. For example, for our Secret Stories and Heggerty initiative, CE provided many kinds of professional development like video examples, peer to peer observation, and Guided Reading (and literacy stations) held a professional development at our school. Our teachers also attended Classroom 180 (Trauma) and Conscious Discipline.

CE uses multiple strategies to retain teachers. We have really looked at culture and built a positive one. It is important to focus not only on professional development but also how teachers and students interact with each other. This atmosphere focus definitely is important for school-home relations, interaction and help to support students. It is also important to support teachers with mentors and CE has a separate group called the "Smore" group which is specifically for new teachers.

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4. Coordination and Integration

X 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
Bixby Public Schools doesn't consolidate funds; however, the following funds are available at CE as well as every BPS school site: Title III, Title IIA, and Title IV. Funds are used for supplemental materials like Professional Development for teachers and staff, safe and healthy schools initiatives, and EL programs.	

CE uses our financial resources, not just Title funding, to provide students with online programs that reinforce reading strengths. We provide a Title I as well as an interventionist once those skill gaps are identified.

See above for answer

The school will provide funds from various sources in order to help fill the gaps of our students. For example: Title II PD funds, Title III/EL were used to create programming options in EL by using Imagine Learning and Elevation, and Title IV. We also use funds from our general fund to provide PD and materials to fill gaps, PTO to provide individual teachers with specific instructional material and RSA – funds to provide leveled reading materials that align with our new Reading series.

For the school year 22-23, our title funds will be used for professional development in reading, math, math interventions, and inquiry based learning.

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5. Evaluation and Plan Revision
X 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.

Each month our teachers meet in SIT (data team meetings) to review student progress. Each week teachers meet to discuss student progress monitoring and adjust teaching methods if needed. We also speak with parents on a regular basis about that improvement. At parent conferences we make contact with each parent to discuss progress and if an IPRI plan is mandatory, we review the qualifications for the IPRI. Our goal always is to have every student read at grade level so we monitor this closely through our data teams and solve problems if we haven't met this goal.

During our Data teams and PLC meeting we review our student data boards and plan on how to intervene differently. If all interventions have been used then we move to the SIT (BPS intervention process) to see if we can fill the skill gap. During this time, we summarize, evaluate instructional strategies and determine how to move forward instructionally for each student.