



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2022-2023

DATE LAST REVIEWED

Date: SY 2021-2022

DISTRICT INFORMATION

District Name:	Bixby Public Schools
County/District Code:	Tulsa/72-1004
Superintendent Name:	Rob Miller
Telephone:	918-366-2200
Email address:	rmiller@bixbyps.org

SCHOOL INFORMATION

School Name:	Bixby Central Intermediate
School Site Code:	140
Principal Name:	Denver Boren
Telephone:	918-366-2249
Email address:	dboren@bixbyps.org
School Poverty Rate	23.48

INSTRUCTIONS

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

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

1. Parent and Community Stakeholder Involvement
<input checked="" type="checkbox"/> By checking this box, the school principal certifies that: <ul style="list-style-type: none"> 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
<ol style="list-style-type: none"> 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. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan. The 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. 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
<ol style="list-style-type: none"> Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment. 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. The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community. The Title I schoolwide plan is available in multiple languages and formats.
Does Not Meet Expectations
<ol style="list-style-type: none"> Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment. Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan. 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. The Title I schoolwide plan is posted in English on the school's website.

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

1. Based on our needs assessment, Bixby Central Intermediate (BCI) uses a variety of strategies to increase family and community involvement. At parent orientation, family engagement night, and parent-teacher conferences, we set up a booth to provide information and resources to all families. Handouts include reading and math websites that that parents can utilize at home to help students with reading and math skills. Parents can also take a comprehension cube, which helps provide comprehension and fluency guides for reading. During parent-teacher conferences, we also will host a Title Night. Teachers will review federal guidelines for Title I and explain how Title I serves students and families and the services that Title I provide. There is also a question and answer session to ensure families have all of the information they need.
2. Parents are included in the development, review, and evaluation of our Title I plan. BCI tries to involve families and the community and make them feel welcomed and valued. Parents and community members are always encouraged to attend Title I meetings, PTO meetings, PTO Family Nights, EL Engagement Nights, Healthy and Fit Meetings, and the Title I Review Committee meetings. Interpretation services are made available to include more families.
3. Parents were encouraged to participate in the development of the vision and mission statement at BCI. We believe it accurately reflects our students, families, teachers, and staff's beliefs and values. Our vision is, "To live with integrity, to love unconditionally, to learn endlessly, leaving a legacy." Our mission is, "To provide a safe learning environment to equip every child with life principles to work cooperatively, develop responsibility, and cultivate respect." As a school community, we believe that if we live our vision and strive to carry out our mission, we will successfully serve all students.
4. As mentioned in item two, the Title I plan, and communication regarding its development, review, and evaluation of our Plan are available to families and their native language. We accomplish that through Thrillshare, an online platform that provides translation services. We also utilize Bixby Public School employees who are fluent in other languages to offer translation services. BCI also has a phone service called Propio that provides interpretation services in all languages to the families we serve.

2. Comprehensive Needs Assessment

☒ By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA, Section 1114(b)(6)]

Meets Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement.
5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.

Developing

1. Includes performance and/or non-performance data gathered from a limited number of sources.
2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 1111(c)(2) of ESSA.
3. Examines student strengths and needs.
4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students in general.

Does Not Meet Expectations

1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
2. Includes analysis of the student body as whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in 1111(c)(2).
3. Examines student deficits.
4. School administrators have not clearly and transparently identified and communicated the school's priorities.
5. Evidence does not show that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students.

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

1. BCI uses a variety of data from several sources to help determine student needs and track progress in academics as well as behavior and social and emotional development. Our primary academic screener for reading and math is iXL. It provides teachers with a deeper understanding of student abilities and gaps in reading and math and provides strategies to address those gaps. In addition to iXL, we use Xtra Math as an intervention to improve students' math fluency and automaticity of math facts. BCI also includes data from the San Diego Quick Assessment and Literacy First to help get as complete a picture as possible about our students. Beyond those summative assessments, we also look at learning disabilities, native spoken languages at home, attendance, socioeconomic status, teacher observation, and data boards.
2. BCI utilizes data review teams that track data from all of the sources above. A review board comprised of teachers, counselors, and administrators analyze data and develop strategies to address learning gaps in reading and math. Student progress is tracked in one to two-week time frames. Each subgroup mentioned in item one is considered to identify the learning needs of our most at-risk students.
3. During our data review meetings, the team considers all of the characteristics of the student and the strengths and needs of the teacher and school as a whole. This helps us identify as many influences as possible as we help our most at-risk students meet the academic standards.
4. School leadership collaborates with teachers, reading specialists, counselors, families, and community stakeholders to develop and review our Title I Plan. During the meetings to develop the Plan, team members examine reading and math data from the latest spring 2022 FastBridge data as well as spring 2022 OSTP (when available) and new iXL data to determine priorities.
5. Data and the overall Title I Plan are continuously reviewed at our Data Review meetings as well as PLC's. During Data Review meetings, teachers, administration, counselors, and school psychologists look at individual student data to help ensure growth in reading and math. At PLCs, teachers discuss student data and strategies to address specific learning gaps in reading and math. Data at both meetings will include but not be limited to the data sources listed on number one of this page.

3. Schoolwide Plan Strategies

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

Meets Expectations

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

Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the comprehensive needs assessment, and may result in limited improvements in student learning.
3. Additional on-going assistance is provided for students experiencing difficulty meeting State standards.
4. The school uses clear criteria and processes for addressing behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

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

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

1. BCI uses a variety of data and strategies to provide the appropriate curriculum and activities to help students, according to their needs. iXL helps assess student achievement and abilities in reading and math. iXL also provide strategies and activities to address their specific learning gaps. Structured Language Basics is a program utilized in Title I reading to provide students with a structured, multi-sensory, scripted curriculum that addresses the needs of a variety of readers from reading-disabled to gifted. It features instruction in phonological awareness, phonics, oral reading fluency, vocabulary, comprehension, grammar, handwriting, and spelling. BCI has invested in Smekens strategies for reading and writing in which instruction is layered intentionally to increase student independence and decrease needed support.
2. BCI and our entire district have adopted the Professional Learning Community (PLC) model. PLC's provide weekly opportunities for educational teams (grade level, subject level, cross-curricular, vertical, etc.) to address their students' learning needs. Teachers, counselors, administrators, and others review data for their most at-risk students and collaborate to provide specific and appropriate reading, math, and behavior interventions.
3. Students experiencing difficulty are identified at weekly PLC meetings as well as through our Spartan Intervention Team (SIT). The SIT process allows teachers to utilize the educational resources available. In addition to our SITs, other services available include site, district, and contracted (Daybreak) counseling services, Student Council, Healthy and Safe School Committee, peer mentoring, and services through Title I, EL, and the gifted and talented program.
4. During the student placement process, input from teachers, counselors, and administrators, as well as academic data like reading and math scores, are collected and analyzed for each student. Students are thoughtfully and strategically placed to prevent and address behavior challenges and ensure a variety of learners are in each class, when possible. When warranted, teachers are provided with academic and behavior interventions to address the needs of their students.
5. During our weekly PLC's and monthly data review meetings, student academic (reading and math) and behavior needs are identified. Students with similar gaps are grouped and remediated during daily Flex time. Students remain in those groups for two to four weeks. They are then moved to address a different academic or behavioral need. If students do not make adequate progress, that need is addressed at the next Data Team meeting or individualized SIT meeting/staffing.
6. BCI provides various learning opportunities within the school day through the many print and online resources provided by the site, district, and state. BCI students are also provided with an ESY (Extended School Year) if it is determined that those services are in the student's best interest. BCI students also have many community-based learning experiences through various groups like our local churches and community center.
7. BCI provides professional development (PD) for all certified and support staff throughout the year. We have six days built into our school calendar that allowed for PD in various topics, including reading and

writing instruction, technology, and many district and state required topics. Topics to be addressed include reading, writing, and math instruction, as well as OTISS, an academic and behavior intervention program, and Great Expectations (GE), a social and emotional curriculum for students.

8. Administration works with our Site Council to analyze school culture and climate to ensure BCI fosters a positive workplace and learning environment. Doing so helps to recruit and retain teachers and provides students with a great place to learn. The district has redesigned our new teacher mentor program. New teachers are assigned to a mentor who they meet with monthly. The district also hosts quarterly meetings to support new teachers and ensure they have everything they need to be successful. Administration also frequently checks in with new teachers to assess their progress and serve as a resource when needed.

4. Coordination and Integration
<input checked="" type="checkbox"/> 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 <input type="checkbox"/> 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
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> 1. The identified resources are insufficient to impact student outcomes. 2. Funding streams do not support any of the reform strategies. 3. Unclear description of the intent and purpose of the funding sources. 4. Unclear description of how funds will be used to meet intent and purpose of the programs.

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

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

1. BCI leverages all fiscal, human, and time resources by collaborating with teachers, parents, community members, and district leadership to ensure all efforts are made to maximize student outcomes with all available resources. We provide students with reading and math interventionists to identify and address skill gaps in those subjects. Additional funds such as general fund, activity fund, PTO, BEEF grants, Bridge the Gap funds, Title II (PD), Title III (EL), Title IV (Safe & Healthy), and Title VI (Indian Education) funds are also utilized to serve students and families.

2. Addressed in item one.

3. Each fund utilized to support our Title I plan is determined by the funds themselves. For example, Title II funds support professional development. Title III funds support our ELL population, Title IV funds address the Safe and Healthy Schools initiative. Additional funds are utilized to provide curriculum, PD, and materials to address learning gaps from the sources listed in item one.

4. Funds from Title I will be used to supplement other federal funds that are received for professional development. Teachers have already participated in training from the Smekens Education Solutions company. Their program helps teachers develop activities and strategies to help teachers with reading and writing instruction. BCI is also implementing OTISS (Oklahoma Tiered Intervention System of Support) that will improve both student academic and behavioral outcomes using tiers of research-based interventions matched to the needs and levels of students. The OTISS framework uses school professionals and parents' expertise in a proactive format that puts students' needs first and bases decisions on data.

5. Evaluation and Plan Revision

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

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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

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

1. At weekly PLC meetings and monthly data review meetings, teachers, counselors, and administrators review the academic and behavioral data for our most at-risk students. We monitor their progress and address their behavior as well as learning gaps in reading and math and help teachers address them with targeted interventions. The overall progression of students onto our data boards and their progression, or lack thereof, is monitored to determine if our interventions are appropriately addressing student needs. State assessments, iXL diagnostic assessments, and progress monitoring are analyzed to determine the effectiveness Title I Plan. These assessments are given throughout the year to allow us continual monitoring and adjustments of the Title I plan, as needed.
2. Our PLCs and data review teams utilize many types of data, including summative assessments like OSTP and iXL. We also consider attendance, demographics, socioeconomic status, native language, etc., to monitor student progress. Student learning gaps are monitored during data team meetings. When a student doesn't make adequate progress, our SIT will convene to analyze and evaluate data, interventions, and instructional strategies to address each student's learning gaps.
3. Teachers, administrators, instructional coaches, counselors, and school psychologists convene at monthly data team meetings to regularly analyze iXL and OSTP data to identify learning gaps and determine whether interventions are successful as determined by patterns of student achievement, growth, and changes in growth gaps. Families and stakeholders are included, when possible while maintaining privacy, in the development and maintenance of our Title I plan.