



**SCHOOLWIDE PLAN**  
*Every Student Succeeds Act, Section 1114*

<b>School Year:</b> 2023-2024
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<b>DATE LAST REVIEWED</b>
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<b>Date:</b> 9/12/23
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<b>DISTRICT INFORMATION</b>
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<b>District Name:</b>	Ponca City Public Schools
<b>County/District Code:</b>	36/I071
<b>Superintendent Name:</b>	Adam Leaming
<b>Telephone:</b>	580-767-8000 ext. 3848
<b>Email address:</b>	leamia@pcps.us

<b>SCHOOL INFORMATION</b>
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<b>School Name:</b>	Garfield Elementary
<b>School Site Code:</b>	150
<b>Principal Name:</b>	Laura Glowacki
<b>Telephone:</b>	580-767-8030
<b>Email address:</b>	glowal@pcps.us
<b>School Poverty Rate</b>	96%

<b>INSTRUCTIONS</b>
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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

☒ 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.**

Our vision is for all PCPS students to be prepared for a successful, productive future. We keep our mission and vision at the center of all we do through the use of shared strategies. Our vision and mission are shared throughout our entire district and bring us together as a single united front. Garfield has a Parent-School compact which outlines the vision and mission of the district and school. Teachers review the compact annually with each of our parents during our back to school night in September and parent teacher conferences in October.

Although we do not have an official PTA or PTO at Garfield due to the lack of parents either being willing or able to form an official group and maintain all the legal requirements of such an organization, we do have an active parent volunteer group. During Parent/Teacher conference nights we have a sign-up sheet available for parents to serve. Some of the area's parents can volunteer include making snacks for teachers for PD days, volunteering to help with special events, and volunteering to assist teachers with various support tasks. We evaluate these opportunities based on participation by parents and suggestions from parents on preferred ways they would like to support their child and their school.

Some ways that we communicate as a school include the following: Teachers send home weekly notes and monthly newsletters, along with reminders of important dates and events. We also have a school Facebook page to help keep the family and community involved. We conduct parent math and reading nights that provide parents with ideas on how they can support their child academically. We also send home a monthly newsletter with ideas parents can use to help support their child with foundational skills. We have an online grade book that parents can access through their parent portal. Our state standards are posted on our district's website. Teachers contact parents throughout the year by phone and notes beginning with a positive phone call or note during the first two weeks of school.

We have two parent /teacher conferences each year. We have one in October and another one in February. We have our Parent Title I information Night during our Back-to-School Night in September of each year. Each teacher has an agenda of requirements they must communicate with their parents. We also include parents on important school committees such as the Building Leadership Team, Safe and Healthy Schools Committee, and RSA Team. One way we increase involvement is through surveys. Garfield conducts a parent, student, and teacher survey annually to help our Building Leadership Team discuss important topics to increase our involvement and communication.

Our school has appointed an individual who is responsible for keeping up with our social media, and perhaps more importantly, our school website. The school website can be found via a link on the district website. The site includes information about staff and our school philosophy, shares our school handbook, and includes pictures which depict our school as a place which welcomes diversity. The school handbook shares our school philosophies, our school mission, and defines school expectations for students. Our social media is updated several times weekly and acts as an additional reminder of school functions while also sharing student success.

## 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.**

Data used to inform decisions comes from several sources. We collect data from OSTP, STAR Reading, STAR Math, Literacy First Continuums, CFAs, unit tests, benchmarks, and teacher observations. But besides academic data we also collect data through surveys for parents about our school climate and we also conduct a separate survey for staff about our school climate annually.

### **OSTP Scores, 2023**

#### **3<sup>rd</sup> Grade ELA**

- 46 students tested
- 0% performed proficient or advance
- 100% performed basic or below basic

#### **Percent Proficient or Advanced**

- American Indian/Alaska Native: 8% (4 students)
- Black/African American: 0% (0 students)
- Hispanic/Latino: 13% (6 students)
- White: 63% (29 students)
- Native Hawaiian/Pacific Islander: 0% (0 student)
- Two or More Races: 15% (7 students)

#### **3<sup>rd</sup> Grade Math**

- 46 students tested
- 4% proficient or advance
- 96% basic or below

#### **Percent Proficient or Advanced**

- American Indian/Alaska Native: 8% (4 students)
- Black/African American: 0% (0 students)
- Hispanic/Latino: 13% (6 students)
- White: 63% (29 students)
- Native Hawaiian/Pacific Islander: 0% (0 student)
- Two or More Races: 15% (7 students)

#### **4<sup>th</sup> Grade ELA**

- 36 students tested
- 8% proficient or advanced
- 92% basic or below basic

#### **Percent Proficient or Advanced**

- American Indian/Alaska Native: 5% (2 students)
- Black/African American: 5% (2 student)
- Asian: 0% (0 students)
- Hispanic/Latino: 22% (8 students)
- White: 50% (18 students)
- Native Hawaiian/Pacific Islander: 3% (1 student)
- Two or More Races: 14% (5 students)



#### **4<sup>th</sup> Grade Math**

- 36 students tested
- 17% proficient or advanced
- 83% basic or below basic

#### **Percent Proficient or Advanced**

- American Indian/Alaska Native: 5% (2 students)
- Black/African American: 5% (2 student)
- Asian: 0% (0 students)
- Hispanic/Latino: 22% (8 students)
- White: 50% (18 students)
- Native Hawaiian/Pacific Islander: 3% (1 student)
- Two or More Races: 14% (5 students)

#### **5<sup>th</sup> Grade ELA**

- 25 students tested
- 20% proficient or advanced
- 80% basic or below basic

#### **Percent Proficient or Advanced**

- American Indian/Alaska Native: 28% (7 students)
- Black/African American: 0% (0 students)
- Hispanic/Latino: 12% (3 students)
- White: 48% (12 students)
- Two or More Races: 16% (4 students)

#### **5<sup>th</sup> Grade Math**

- 25 students tested
- 20% proficient or advanced
- 80% basic or below basic

#### **Percent Proficient or Advanced**

- American Indian/Alaska Native: 28% (7 students)
- Black/African American: 0% (0 students)
- Hispanic/Latino: 12% (3 students)
- White: 48% (12 students)
- Two or More Races: 16% (4 students)

STAR Test 50<sup>th</sup>tile or above Fall BOY Benchmark

#### **Kindergarten**

STAR Early Literacy—35%

#### **1<sup>st</sup> Grade**

STAR Early Literacy—37%

STAR Math—47%

#### **2<sup>nd</sup> Grade**

STAR Reading—12%

STAR Math—22%



**3<sup>rd</sup> Grade**

STAR Reading—24%

STAR Math—16%

**4<sup>th</sup> Grade**

STAR Reading—14%

STAR Math—27%

**5<sup>th</sup> Grade**

STAR Reading—24%

STAR Math—28%

**PLC Process**

Our grade level team meets every week, and sometimes daily, to contemplate student learning and student achievement. In the PLC team meetings, we consider teacher practice, student engagement, student needs, formative assessments, reteaching, and enriching students.

**RTI**

Every grade level has a set time in which we meet with students to provide them exactly what they need. We use assessments to determine teaching topics and create small groups using EL T/A's, grade level teachers, Title I paras, large class size paras, district interventionists, instructional coaches, and special teachers (when they may have an "off" hour) to provide targeted instruction. RTI includes remediation and enrichment based upon assessment results. We progress monitor students at the end of each week.

**Data Walls**

Our data walls are posted on a dry erase board in the office of our instructional coach. Information is provided for both STAR scores (ELA and Math) for grades K-5 and additional information is provided based on Literacy First Literacy skills for grades K-3. Teachers post information in an effort to see growth. The data wall keeps us all up to date with regard to meeting our school wide goal(s).

**Care and Response Team (CART)**

Our administration, counselors, SPED teachers, regular ed teachers, and district psychologists meet once per month to consider struggling students, based primarily on behavior and/or academics. It is a way to consider if interventions are working and if parent communication is taking place. If they are not, we change course and try something new. We scrutinize these processes and student growth to determine if these students are (eventually) eligible for special education assessment.

**Learning Management Systems**

We have software in place which adapts to the specific needs of students. These tools are greatly valuable for all students, including EL students and enrichment students. The main programs we use are Imagine Learning Language and Literacy and ST Math.

**Federal Program Consultation**

Our district regularly conducts consultation and interacts with stakeholders, at least twice annually, sharing criteria and eligibility for federal programs and supports.

**Tribal Consultations (Title VI-Indian Ed)**

The district provides annual communication and consultation seeking to provide additional support for students who qualify for our Title VI federal programs.

**Teacher Learning Gaps**



We use information and data gathered as a result of the teacher evaluation process, as prescribed by the TLE, to grow and improve instruction. Pre-conferences between administrators and teachers ensure a focus on appropriate elements during the observation period. Post-conferences allow for feedback and thoughtful dialogue with the teacher. The data provided from this process allows teachers and administrators to consider resource needs and target specific professional development for all staff members.

### 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.**

Teachers are continually teaching, progress monitoring, assessing, and reflecting to determine the needs of their students, groups of students, and class. We use the RTI model at Garfield to meet the needs of all our students. In ELA Tier I instruction all students are taught for ninety minutes in whole group and small group instruction. They receive an additional 30-45 minutes (depending on grade level) daily for Tier II and III interventions. Students also receive an additional 20 minutes a day for monitored independent reading practice. During this time students read materials that are on their independent reading level while the teacher pulls 3-4 students daily to conference with them about what they're reading and monitors to make sure they are reading material that is appropriate for their current level.

We monitor the effectiveness of our practices in all Tiers using STAR & Literacy First data, CFAs, unit and benchmark tests, and teacher observations. All teachers receive professional development in using the Literacy First Framework, and best practices in implementing Into Reading and My Math. All students receive whole group Tier I instruction in reading and in math. In reading there is an additional hour of Tier I reading instruction that is spent in literacy centers and small flex groups. During this time students are heterogeneously grouped to rotate through centers while teachers pull students into skills, guided, or close reading groups based on grade level and data from Literacy First.

For interventions in Tier II students receive reading intervention based on STAR and Literacy First data. For math, students are seen for interventions based on STAR and CFA data. We have reading intervention every day for reading for 30-45 minutes depending on the grade level, our students receive 20-30 minutes of math interventions 4 times a week. The principal and instructional coach monitor those interventions that are occurring for students through frequent walkthroughs each week.

When we have behavioral issues serious enough for behavioral interventions, we collect data to determine behaviors and frequency so we can create a behavior intervention plan to support the student in developing more positive behaviors. This is all done by a team that includes parents, teacher, counselor, behavior interventionist, principal, and if needed a special education teacher. The effectiveness of every intervention we implement at Garfield, whether it be for reading, math, and/or behavior, is all measured with data from STAR, core program assessments, CFAs, benchmarks, teacher observations, and behavior tracking sheets.

In Tier III students are receiving more individualized help and are utilizing a curriculum called Soliday System and a variety of activities to reteach skills that the student is low in. For reading they are seen for 45 minutes a day and for math 30 minutes a day. We have a wonderful CART (Care and Response to Intervention) team that meets with teachers when students are "stuck." If the teacher has collected data and tried multiple strategies, whether it was academic or behavioral, and they aren't sure how to move forward they bring those students to a monthly CART meeting. We can gather as a group (principal, teacher, counselor, Sped teacher, and school psychologist) and brainstorm ways to help the student experience growth. We usually pick a particular skill and brainstorm some ideas to help that student to be successful. The teacher works on the intervention and brings back the data next month. We can then proceed with more ideas or support, or we are able to determine if there needs to be further testing such as a Behavior Intervention Plan or if we need to look at a potential learning disability. If it is a behavior intervention, we have a district behavior interventionist and outside counseling services that we can provide to help support the student.

<b>4. Coordination and Integration</b>
<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)] <b>or</b> <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)]
<b>Meets Expectations</b>
<ol style="list-style-type: none"> <li>1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.</li> <li>2. Leverages funding streams to connect the reform strategies developed.</li> <li>3. Outlines how the school will meet the intents and purposes of each funding source.</li> <li>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.</li> </ol>
<b>Developing</b>
<ol style="list-style-type: none"> <li>1. Identifies limited resources to improve student outcomes.</li> <li>2. Funding streams support some, but not all reform strategies.</li> <li>3. Outlines how the school will meet the intent and purpose of some funding sources.</li> <li>4. Limited description of how funds will be used to meet the intent and purpose of the programs.</li> </ol>
<b>Does Not Meet Expectations</b>
<ol style="list-style-type: none"> <li>1. The identified resources are insufficient to impact student outcomes.</li> <li>2. Funding streams do not support any of the reform strategies.</li> <li>3. Unclear description of the intent and purpose of the funding sources.</li> <li>4. Unclear description of how funds will be used to meet intent and purpose of the programs.</li> </ol>

Addressing the above expectations, complete the table below. Then, describe in the box below the ways in which funds are to be braided the Title I schoolwide program.	
Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I, Part A, Staff e.g. Instructional Coaches, Paraprofessionals for Interventions, classroom libraries, professional development resources	\$102,466.32
Title II PLC Training, Principal Leadership, New Teacher Mentors, PD Stipends to attend training, National P.E. Conferences (rotation).	\$23,198.88
Title III LMS, Imagine Learning, Intervention Materials and Supplies	\$368.26
Title IV Read to Them, One School, One Book, Mad Science STEM Assemblies, SuperNoodle SEL/Character Building Curriculum.	\$11,893.91
ESSER, Staff e.g. Response Counselors, Paraprofessionals to address learning loss, Therapist, Additional Reading Teachers, Secondary Summer School Staff.  Curriculum: SEL for K-5 (PATHS) 6 <sup>th</sup> -12 <sup>th</sup> (Habitues)  LMS: Imagine Learning, Language & Literacy (to fill learning gaps), RenPlace Suites (to support interventions and progress monitoring), Reading Plus, Peg Writing, IXL Reading and Math	\$69,052.82
Reading Sufficiency Act RSA Funding: Payne Phonics Training PreK-2 <sup>nd</sup> . Literacy First/Science of Reading K-5 <sup>th</sup> , Summer School for K-5 <sup>th</sup> . Intervention Resources	\$25,714.29
<p>In order to support important initiatives, programs, and research-based practices or strategies the fund sources listed above are leveraged.</p> <p>Due to the complex science of reading instruction and the 5 important components (phonological awareness, phonics, vocabulary, comprehension, &amp; fluency) that must be present to develop strong readers and students who graduate from PCPS who are college and career ready the district has adopted the following initiatives to support this important goal:</p> <ol style="list-style-type: none"> <li>1. Close Reading (PreK-12 grade)</li> <li>2. Guided Reading (PreK-3<sup>rd</sup> grade)</li> <li>3. Non-Fiction Writing (PreK-12<sup>th</sup> grade)</li> <li>4. Kagan Cooperative Learning</li> <li>5. Heggerty PA Curriculum (PreK-2<sup>nd</sup></li> <li>6. Payne Education Phonics (PreK-2<sup>nd</sup>)</li> </ol> <p>All elementary sites and West M.S. hire Instructional Coaches with Title I money to support these initiatives. Coaches train new teachers in the initiatives listed above. They model strategies and lessons to support initiatives and facilitate weekly and district level PLC's to help teachers track data from progress monitoring, support interventions for missing skills and gaps in learning, and use CFA's to guide re-teaching and lesson planning. Coaches also model Kagan Cooperative Learning Structures routinely to ensure students are manipulating and talking to each other about content. They assist teachers with planning, as well as classroom management and procedures. Teachers are recruited to provide before and after school tutoring sessions to help students fill in learning gaps or provide targeted lessons to help</p>	

prepare them for the OSTP Testing. LMS such as Imagine Learning, ST Math, and RenPlace Suites are utilized because they put students on a pathway to proficiency when they benchmark test in the fall. LMS are purchased with ESSER Funds and each program includes professional development. Title I paraprofessionals are also hired with Title I funding to assist with interventions under the supervision of a certified teacher. Different resources are used for instruction such as: Literacy First Kits, Voyager Interventions, Reading Mastery and Corrective Reading, and Into Reading. Our SPED Department has a reading curriculum used district wide entitled Sonday.

Professional Development in Solution Tree PLC's and Principal Leadership help prepare building leaders to follow the PLC Process and use a Multi-Tiered System of Interventions.

ESSER Funding has been used to hire response counselors along with SEL curriculum. As we know from research students cannot learn until their basic needs are met. Many students are suffering from trauma and instability due to Covid19 and other outside variables. Students will need support emotionally to be able to function successfully in the classroom. We have also used Title IV funds to secure a program entitled Supernoodle for Character Building. Standards and student mastery of standards is very important but without relationships and training in SEL & Character building students will not have the emotional skills necessary to learn to their highest potential. Anything we can do as educators to support students with their basic needs will be helpful to them succeeding academically. SEL curriculum has also been purchased with ESSER funds (PATHS for PreK-5<sup>th</sup> and Habitues for 6<sup>th</sup>-12).

Title III funding is used to purchase materials for instruction and coaching or PD for EL Paras hired to oversee interventions with EL students using Imagine Learning. This package included training over the program.

Title IV funds are used to support reading and relationship building by funding a district initiative entitled One School, One Book from a non-profit organization, Read to Them. The purpose of this initiative is to have every student K-5<sup>th</sup> grade reading the same book at the same time. Books are purchased for families on loan and a schedule for reading is provided. Typically, families read a chapter each night. The next day teachers and administrators at each elementary site discuss the content with students by posing questions and organizing students into Kagan Structures to discuss the chapter highlights. We have two middle school buildings here in Ponca City (West M.S. and East M.S.) These two buildings also participate in this initiative but using a title more appropriate to these GL's. The goal/ purpose for this initiative is to promote community literacy and to help develop a habit of reading together at home. After the initiative is over students turn the books into the school and they are distributed to teachers to use as future book sets for book studies. We also provide assemblies for each elementary site from Mad Science. There is a day assembly, an afternoon of hands-on centers students rotate through, and in the evening the parents are all invited to come back to the school for an evening assembly for families which focuses on STEM.

Reading Sufficiency Funds are used routinely to train teachers to provide a well-rounded literacy education to students. New teachers to the district are trained each year to provide routine and systematic instruction in phonics using Payne Phonics for teachers in grades PreK-2<sup>nd</sup> grade. This explicit and systematic instruction builds each year to address students at each stage of reading development (Emergent Pre-Readers, Novice Readers, Decoding Readers) to help them become fluent readers. This also ensures all teachers are providing students with the same opportunities for reading instruction as it is done district wide. Finally, it helps develop a common language of learning around PA and Phonics. RSA funds are also used to train and support Catapult Learning Training. This provides teachers training over



the Science of Reading and provides them with a reading continuum to help target interventions. Summer School for K-3rd grade students and materials to support interventions are also purchased using RSA funds.

## 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.**

Garfield's Title I Schoolwide Plan is monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. School data is reviewed quarterly at the district level. This specifically includes STAR and OSTP testing data as well as attendance data. At the site level, data monitoring and review occurs continuously. All teachers frequently review student performance data. This includes STAR testing, CFAs, Literacy First, RSA, and attendance. Teachers are aware of every student's data and make instructional adjustments accordingly. This same data is analyzed, charted, and tracked at grade-level PLC meetings led by the instructional coach and principal. This data is used to form RTI groups and strategies, and refer students for Gifted and Talented, or to CART (Care and Response Team). Schoolwide data is presented and analyzed at monthly Staff Improvement Meetings where instructional strategies are presented, discussed, and practiced. Quarterly district grade-level PLCs identify essential standards and develop curriculum maps, CFA, learning scales, and best practices. The district PLCs worked to set grade level writing goals. All grades will take a writing test that corresponds to the 5<sup>th</sup> grade OSTP writing test. Site PLCs and monthly Staff Improvement Meetings also include a focus on these elements. Our site leadership team consists of site administration and certified staff. This team meets at least quarterly to review goals and data and to make recommendations for adjustments in the school-wide plan, in order to yield greater positive results. This team also designs and carries out the annual staff and parent surveys that are analyzed and used to adjust strategies and priorities in order to help students achieve the demands of the OAS. The end of year we use a Comprehensive Needs Assessment to analyzes the Title I goals, this helps us identify successes and areas for improvement, and identifies the major goals for the following school year.