

2019-20 Título IA Revisión en toda la escuela Primaria Skiatook

PASO 1: Asignar un equipo de revisión del programa en toda la escuela

- escuela Ella escuela tiene los mismos miembros que el Equipo de implementación en toda la escuela.

PASO 2: Recopile datos

NWEA

Número y porcentaje de **TODOS** los estudiantes en cada nivel de competencia Nivel de

grado	NWEA - Estudiantes con puntaje igual o superior a Benchmark (Informe de grado NWEA Estudiantes en o por encima de la norma Nivel de grado promedio RIT)			
	matemática		Lectura	
	2019-20	MOYMOY 2018- 19	MOY 2019-20	MOY 2018-19
2	46.5% *	61%	63.7%	64.2%
3	52.6% *	55.7%	63.4%	62%

* 2019-2020 Los estudiantes de 2do grado comenzaron a tomar la Evaluación de Crecimiento 2-5.

Nivel de grado	NWEA - Estudiantes con puntaje de referencia o superior (Informe de grado de NWEA Estudiantes en o por encima de la norma Nivel de grado promedio RIT)			
	MOY 2019-20SY Comparaciones de género			
	Matemáticas		Lectura	
	Femenino	Masculino	Femenino	Masculino
2	43%	51%	65%	62%
3	49%	56%	67%	60%

Nivel de grado	NWEA - Estudiantes con puntaje igual o superior al nivel de referencia (Informe de grado NWEA Estudiantes en o por encima de la norma Nivel de grado promedio RIT)							
	MOY 2019-20SY Raza Comparaciones							
	Matemáticas				Lectura			
	Am Indian	Black	White	Otro	Am Indian	Black	White	Otro
2	37%	*	53%	*	61%	*	67%	*

3	57%	**	51%	*	71%	**	59%	*
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* 3 estudiantes (N <10, no se puede calcular), ** 4 estudiantes (N <10, no se puede calcular)

Perfil de datos - Vea el Apéndice A

Datos de la encuesta para padres y los datos de la encuesta de administración del maestro -
Vea el Apéndice B

PASO 3: Analice e interprete las datos

- preguntas de orientación de:
 - 1) **¿Hay una mejora significativa en el rendimiento de los estudiantes? ¿Se puede atribuir esta mejora a las acciones en el Plan Escolar?**
No, Reading vio un aumento del 1.5% en tercer grado, pero el segundo grado se mantuvo casi igual. Las matemáticas disminuyeron para ambos niveles de grado.
 - 2) **¿Cuáles son las fortalezas y las áreas de necesidades críticas? ¿Son los mismos que el año anterior?**
Igual que el año pasado.
 - 3) **¿Hay alguna tendencia en los datos que suscite nuevas preocupaciones o muestre alguna deficiencia en el Plan Escolar actual?**
La caída matemática es preocupante. Un posible factor contribuyente es que el segundo grado comenzó a tomar el crecimiento de matemáticas / lectura 2-5 en lugar de K-2.

PASO 4: Revise el plan actual de toda la escuela: consulte el Apéndice C para ver las plan de toda la escuela

- preguntas guía del:
 - 1) **¿se están implementando los 10 componentes?**
Sí
 - 2) **¿Las estrategias enumeradas en los 10 componentes sostienen las fortalezas de la escuela y cierran las brechas?**
Sí, pero no pudimos completar el plan.
 - 3) **¿Alguna de las estrategias enumeradas en los 10 componentes necesita modificaciones?**
No
 - 4) **¿Se han cumplido los objetivos de enfoque? Si no, ¿cuáles fueron / son las barreras para alcanzar estos objetivos?**

No hay suficiente información en este momento.

Objetivos de enfoque		alcanzados?
1	El porcentaje de maestros que incorporan actividades semanales de alfabetización / escritura será del 100% al final del año escolar 2019-20, según lo medido por la documentación incluida en el Curriculum Mapper visto por los administradores del edificio en mayo de 2020.	No
2	El porcentaje de estudiantes en 3er. calificación de grado Competente o superior en lectura aumentará del 47% al 60% para el final del año escolar 2019-2020, según lo medido por el OSTP administrado en abril de 2020.	?
3	El porcentaje de estudiantes en calificación de 3er grado Competente o superior en Matemáticas aumentará del 53% al 65% para el final del año escolar 2019-2020, según lo medido por el OSTP administrado en abril de 2020.	?
4	Los estudiantes de 2do grado aumentarán el puntaje promedio de Lectura NWEA de 180 a 189 para fines del año escolar 2019-2020, medido por la evaluación NWEA de fin de año.	?
5	Los estudiantes de 2º grado aumentarán la puntuación media de Matemáticas NWEA de 182 a 192 para fines del año escolar 2019-2020, medida por la evaluación NWEA de fin de año.	?
6	El porcentaje de estudiantes de SE reportados como ausentes crónicamente disminuirá del 21% al 15% en mayo de 2020.	?

Si no, ¿qué barreras existieron: no se cumplió el objetivo estoy seguro si los objetivos se debieron a Covid-19 y al OSTP que no se administró este año.

5) **¿Las metas de enfoque siguen siendo la prioridad de la escuela? ¿Por qué o por qué no?**
Si. La lectura y las matemáticas continuarán siendo los principales focos de la escuela. La asistencia juega un papel importante en todas las áreas académicas.

6) **¿Hay alguna acción en la línea de tiempo que no se haya completado? ¿Por qué o por qué no?**
No sabemos, ya que no administramos el OSTP este año.

PASO 5: Discuta nuevas áreas de preocupación y haga las modificaciones necesarias a las orientadoras del plan a nivel escolar

● **preguntas:**

1) **¿Cuáles son las áreas de necesidad? ¿Hay datos para respaldar la necesidad?**
Las necesidades continúan siendo lectura y matemáticas. Los datos de NWEA confirman.

2) **¿Cómo será necesario modificar el plan existente para satisfacer estas necesidades?**
Las metas serán similares pero con información de una fuente de evaluación diferente.

3) **¿Cómo se implementarán los cambios en el próximo año escolar? ¿Quién será responsable?**

Usando los datos de NWEA, diseñaremos intervenciones para grupos pequeños con un enfoque en las áreas de interés de esos estudiantes.

4) ¿Cuál es el cronograma de implementación para el próximo año?

Comenzaremos la implementación de nuestros grupos pequeños una vez que tomemos nuestra primera evaluación la tercera semana de clases.

PASO 6: Transición al nuevo formato del plan escolar FY20 (La nueva plantilla del plan escolar se puede encontrar en el Apéndice D).

1) ¿Qué cambios hay que hacer en el plan para cumplir con las expectativas de la sección 1. Participación de los padres y partes interesadas de la comunidad?

a) Usando la evaluación de necesidades en la revisión de toda la escuela, ¿qué necesidades existen entre aquellos que representan a los estudiantes con mayor riesgo? ¿Desarrollar y explicar estrategias específicas que aborden esas necesidades?

Los componentes de la Evaluación de necesidades de revisión a nivel escolar identificarán las necesidades de los estudiantes en riesgo. Los datos de la Asociación de Evaluación del Noroeste (NWEA) se desglosarán en raza y género para identificar grupos de estudiantes en riesgo. Un perfil de datos que examina el género, la raza, los estudiantes con desventajas económicas, la asistencia, la tasa de tardanzas, la tasa de movilidad, la tasa de absentismo escolar, los estudiantes de inglés y el comportamiento de los estudiantes formarán parte de la evaluación de necesidades. Las calificaciones de los maestros que sirven a la escuela también formarán parte del perfil de datos.

b) Describa los pasos tomados para asegurar que los padres / partes interesadas de la comunidad que sirven en el Equipo de toda la escuela reflejen la composición demográfica de la escuela. Describa además cómo los padres / partes interesadas de la comunidad en el Equipo de toda la escuela participan en el desarrollo y monitoreo del Plan de toda la escuela.

El equipo de toda la escuela estará compuesto por padres / partes interesadas de la comunidad, enlace de padres, maestros, director y administración del distrito. El director de la escuela tendrá el propósito de incluir a los padres y / o partes interesadas de la comunidad que reflejen la composición demográfica de la escuela para servir en el equipo de toda la escuela. Los padres y / o las partes interesadas de la comunidad desarrollarán el Plan Escolar durante la reunión del Plan Escolar durante el Otoño de cada año escolar. Durante el desarrollo del Plan a nivel escolar, la Evaluación de necesidades que se incluye en la Revisión a nivel escolar del año escolar anterior se evaluará para determinar las necesidades del Plan a nivel escolar. Los padres y / o las partes interesadas de la comunidad monitorearán la efectividad del Plan Escolar durante

el proceso de Revisión Escolar durante la Primavera de cada año escolar. Además, el director y los maestros que sirven en el Equipo de toda la escuela supervisarán la efectividad del Plan de la escuela durante todo el año escolar.

- c) Describa cómo la visión y la misión de la escuela para el éxito de los estudiantes se desarrollan de manera colaborativa en base a las creencias y valores de la comunidad escolar, incluidas las familias y las partes interesadas de la comunidad que representan a los estudiantes con mayor riesgo.**

La misión de las Escuelas Públicas de Skiatook es proporcionar un ambiente de aprendizaje seguro, positivo y enriquecido donde los estudiantes, el personal y los padres sean desafiados por altas expectativas, dedicados a ayudar a todos los estudiantes a tener éxito y comprometidos a trabajar juntos para fomentar un distrito de excelencia. Esta misión fue desarrollada por el Comité de Currículo del Distrito. El Comité de Currículo del Distrito está compuesto por padres / partes interesadas de la comunidad, maestros, consejeros, directores y administradores del distrito de cada escuela. Los miembros del equipo de toda la escuela sirven en el comité del plan de estudios del distrito.

Durante el proceso de evaluación de la misión escolar, el Comité de Currículo del Distrito asegura que los componentes del Plan Escolar Título I se incluyan en la misión escolar. Las creencias y valores de la comunidad escolar se determinan en parte usando la Encuesta para padres y la Encuesta para maestros incluida en la Revisión de toda la escuela.

- d) Describa cómo el Plan de Título I para toda la escuela, así como toda la comunicación con respecto a sus procesos de desarrollo, evaluación y revisión, están disponibles en idiomas y formatos accesibles para todas las partes interesadas de la escuela de la familia y la comunidad.**

El Plan Escolar, que incluye una narración de su proceso de desarrollo, evaluación y revisión, se colocará en el sitio web de la escuela en inglés y español.

- 2) ¿Qué cambios hay que hacer en el plan para cumplir con las expectativas de la sección 2. Evaluación integral de necesidades?**

- a) Incluye una variedad de datos, que incluyen datos de rendimiento (p. Ej., Datos de evaluación de estudiantes locales y estatales) y datos de estudiantes de no rendimiento (p. Ej., Asistencia de estudiantes), y datos de proceso sobre el sistema escolar (p. Ej., Revisión de diagnóstico) y datos de percepción, recopilados de varias fuentes**

Los componentes de la Evaluación de necesidades de revisión a nivel escolar identificarán las necesidades de los estudiantes en riesgo. Los datos de la Asociación de Evaluación del Noroeste (NWEA) se desglosarán en raza y género para identificar grupos de estudiantes en riesgo. Un perfil de datos que examina el género, la raza, los estudiantes con desventajas económicas, la asistencia, la tasa de tardanzas, la tasa de movilidad, la tasa de absentismo escolar, los estudiantes de inglés y el comportamiento de los estudiantes formarán parte de la evaluación de necesidades. Las calificaciones de los maestros que sirven a la escuela también formarán parte del perfil de datos. Los datos de percepción también se obtienen y evalúan a través de una Encuesta para padres y una Encuesta para maestros.

- b) Incluye un análisis detallado de los datos de desempeño y no desempeño para cada subgrupo de estudiantes identificado en la Sección 1111 (c) (2) de ESSA (estudiantes con desventajas económicas, estudiantes de los principales grupos raciales y étnicos, niños con discapacidades y estudiantes de inglés).**

Un perfil de datos que examina el género, la raza, los estudiantes con desventajas económicas, la asistencia, la tasa de tardanzas, la tasa de movilidad, la tasa de absentismo escolar, los estudiantes de inglés y el comportamiento de los estudiantes formarán parte de la evaluación de necesidades. Los datos de rendimiento del Programa de Pruebas del Estado de Oklahoma se utilizarán para identificar las tendencias de los grupos de estudiantes de inglés con desventajas económicas, raciales / étnicas, niños con discapacidades y. Se determinarán los datos de no rendimiento para cada subgrupo.

- c) Examina las fortalezas y necesidades de los estudiantes, maestros, escuelas y comunidades.**

Las calificaciones de los maestros que sirven a la escuela también formarán parte del perfil de datos. Los datos de percepción también se obtienen y evalúan a través de una Encuesta para padres y una Encuesta para maestros para determinar las fortalezas y necesidades de maestros, escuelas y comunidades.

- d) El liderazgo escolar, en colaboración con las familias y las partes interesadas de la comunidad, identifica un número manejable de prioridades, en el nivel de magnitud correcto y alineado con la Evaluación de necesidades, para la mejora escolar.**

Durante el proceso de revisión y planificación de la escuela, el equipo de la escuela identifica las prioridades identificadas a través de la evaluación de necesidades para garantizar la mejora escolar.

- e) La evidencia muestra que el Plan Escolar Título I de la escuela y el ciclo de mejora continua han mejorado los resultados para todos los estudiantes, en particular los que están en mayor riesgo.**

La evidencia del ciclo de mejora continua del Plan Escolar se determinará a través de los datos de evaluación formativa del Equipo Colaborativo, los datos de NWEA y los datos del aula. El enfoque en los datos mejorará el resultado de TODOS los estudiantes, incluidos aquellos en riesgo.

3) ¿Qué cambios hay que hacer en el plan para cumplir con las expectativas de la sección 3. Estrategias del plan escolar?

- a) Las estrategias proporcionan un plan de estudios detallado, enriquecido y acelerado para todos los estudiantes, incluidos cada uno de los subgrupos, de acuerdo con sus necesidades.**

Las expectativas del Plan Escolar es que TODOS los estudiantes tengan éxito académico. El enfoque en el desempeño individual de los estudiantes ocurrirá en equipos de colaboración. Durante el proceso del Equipo de colaboración, los maestros utilizarán datos de evaluación formativa para desarrollar estrategias de instrucción

individualizadas basadas en la investigación para enriquecer y satisfacer las necesidades de TODOS los estudiantes (incluidos los subgrupos).

- b) La escuela ofrece múltiples oportunidades e intervenciones basadas en evidencia para los estudiantes que lo necesitan, y actividades que abordan los resultados de la Evaluación Integral de Necesidades de una manera que resultará en mejoras significativas en el aprendizaje de los estudiantes.**

El Equipo Colaborativo brinda múltiples oportunidades para mejorar el aprendizaje de los estudiantes a través de intervenciones de Nivel 1 y Nivel 2/3. Tanto la intervención de Nivel 1 como la de Nivel 2/3 que se desarrollan se desarrollan utilizando estrategias de enseñanza basadas en la investigación de John Hattie Visible Learning.

- c) Se brinda asistencia oportuna, efectiva y adicional a los estudiantes que experimentan dificultades para dominar los estándares del estado a través de actividades que pueden incluir: asesoramiento, programas de salud mental basados en la escuela, servicios especializados de apoyo instructivo, servicios de tutoría, preparación de educación postsecundaria, transición de niños en edad preescolar a la escuela primaria local programas**

Las intervenciones académicas de Nivel 2 y Nivel 3 que se desarrollan a través del proceso del Equipo Colaborativo son oportunas y efectivas y se brindan a través del tiempo dedicado de Respuesta a la Intervención. Las intervenciones de comportamiento / niño completo de Nivel 1, 2 y 3 también han sido desarrolladas por Site Guiding Coalition. Estos apoyos de comportamiento / niño completo incluyen asesoramiento, programas de salud mental basados en la escuela a través de CREOKS y programas de transición.

- d) La escuela utiliza criterios y procesos claros para la participación de los estudiantes en un modelo escalonado para prevenir y abordar problemas de comportamiento y servicios de intervención temprana.**

Los criterios y procesos de comportamiento de nivel 2 y nivel 3 / manutención infantil completa están claramente desarrollados y definidos. (Consulte la Pirámide RTI del sitio adjunto)

- e) La escuela utiliza criterios y procesos claros para tomar decisiones con respecto al nivel y la duración de la participación de los estudiantes en los apoyos escalonados.**

Los criterios y procesos de comportamiento de Nivel 2 y Nivel 3 / manutención completa del niño son parámetros claramente desarrollados para determinar la duración de la participación del estudiante. (Vea el sitio adjunto Pirámide RTI)

- f) La escuela ofrece una variedad de oportunidades de aprendizaje extendido dentro y más allá del día escolar y el año escolar.**

El aprendizaje de los estudiantes se extiende más allá del día escolar y el año escolar a través de los programas de la Escuela de Verano.

- g) Se ofrece desarrollo profesional y otras actividades para maestros, paraprofesionales y otro personal escolar para mejorar la instrucción y el uso de los datos de las evaluaciones académicas.**

El desarrollo profesional que aborda las evaluaciones formativas de los equipos de colaboración y el desarrollo de estrategias de instrucción se ofrece cada año para maestros, paraprofesionales y administradores.

- h) La escuela usa estrategias claras y diversas para reclutar y retener maestros efectivos, particularmente en materias de alta necesidad.**

Ningún maestro es entrevistado para un puesto a menos que esté calificado. Todos los paraprofesionales también tienen requisitos de calificación apropiados. Todos los estudiantes serán enseñados por maestros con licencia y certificados para enseñar en Oklahoma. Cada maestro estará certificado para enseñar el grado o materia que se les asignó para enseñar. Los maestros deben conocer el contenido enseñado y utilizar metodologías de mejores prácticas. Los maestros deben ser expertos en el manejo del aula y las comunicaciones con los padres. El desarrollo profesional ocurrirá con poco tiempo fuera del aula. Los maestros deben tener alta asistencia y tardanzas limitadas. El sistema de evaluación docente debe fomentar el crecimiento mediante la creación de un plan personal de desarrollo profesional. Se utilizan diversas estrategias para reclutar maestros efectivos.

- 4) ¿Qué cambios hay que hacer en el plan para cumplir con las expectativas de la sección 4. Coordinación e integración?**

- a) Aprovecha los recursos suficientes (por ejemplo, fiscal, humano, tiempo) para mejorar los resultados de los estudiantes.**

La responsabilidad fiscal es una prioridad principal. Cada año durante la Revisión a nivel escolar, el Equipo a nivel escolar evalúa la efectividad del gasto fiscal. El tiempo requerido para que los estudiantes, maestros y directores se sumerjan en la cultura del equipo colaborativo se evalúa constantemente para garantizar que los recursos humanos se utilicen al máximo.

- b) Aprovecha los flujos de financiación para conectar las estrategias de reforma desarrolladas.**

Los flujos de financiación están alineados para apoyar un camino muy enfocado de reforma escolar. La reforma escolar de crear una cultura de equipos de colaboración es una reforma a nivel de distrito que es un compromiso de varios años.

c) Describe cómo la escuela cumplirá los propósitos y propósitos de cada fuente de financiamiento.

Los fondos no se gastan hasta que se determina que cumple con el propósito de la fuente de financiamiento. La intención y el propósito de cada fuente de financiamiento es el parámetro guía que determina el gasto apropiado.

d) Describe cómo los fondos del Título I y otros programas de educación estatales y federales se utilizarán para cumplir con la intención y el propósito de los programas.

Los fondos del programa educativo estatal y federal se gastan para apoyar el camino muy enfocado de la reforma escolar, los equipos de colaboración. Los fondos no se gastan hasta que se determina que cumple con el propósito de la fuente de financiamiento.

5) ¿Qué cambios hay que hacer en el plan para cumplir con las expectativas de la sección 5. Evaluación y revisión del plan?

a) El liderazgo escolar, incluidas las familias y las partes interesadas de la comunidad, monitorea y ajusta regularmente la implementación del Plan Escolar Título I basado en objetivos a corto y largo plazo para los resultados de los estudiantes, así como medidas para evaluar la implementación de alta calidad.

La revisión de toda la escuela ocurrirá en la primavera de cada año escolar. Durante esta revisión, el Equipo de toda la escuela (padres / partes interesadas de la comunidad, maestros, directores) evaluará la implementación de alta calidad del Plan de toda la escuela. Durante esta revisión a nivel escolar, el equipo examinará las metas a corto y largo plazo para los resultados de los estudiantes. La Coalición de Orientación del Sitio supervisará y ajustará regularmente la implementación de Collaborative para proporcionar ajustes en tiempo real al Plan de toda la escuela si se justifica.

b) El monitoreo y la revisión del Plan Escolar del Título I incluye el análisis regular de múltiples tipos de datos (por ejemplo, aprendizaje de los estudiantes, demografía, proceso, percepción) y se hacen los ajustes necesarios para aumentar el aprendizaje de los estudiantes.

Durante la revisión a nivel escolar, se analizarán múltiples tipos de datos. El objetivo del Equipo de toda la escuela durante la Revisión de toda la escuela es garantizar que los sistemas estén en su lugar para permitir un mayor nivel de aprendizaje para TODOS los estudiantes.

- c) El liderazgo escolar, incluidas las familias y las partes interesadas de la comunidad, y el personal de instrucción analizan regularmente los datos de evaluación interina y sumativa para evaluar las prácticas de instrucción, determinar los patrones de rendimiento de los estudiantes, el crecimiento y los cambios en las brechas de crecimiento en las aulas, niveles de grado y áreas de contenido.

El proceso del Equipo Colaborativo evalúa los datos formativos y desarrolla actividades de instrucción basadas en la investigación a partir de esos datos. Los datos formativos también se utilizan para proporcionar Respuesta a la Intervención de Nivel 2 y Nivel 3 para abordar los cambios en las brechas de crecimiento en las aulas, niveles de grado y áreas de contenido. La Site Guiding Coalition nutre la cultura del equipo colaborativo.

PASO 7: Notificar a los padres y partes interesadas de los resultados de la revisión anual y las modificaciones al plan escolar.

- **Pregunta guía:**

- 1) **¿Cómo se notificará a los padres y a las partes interesadas? ¿Dónde se almacenará la documentación requerida?**

Los documentos de revisión final de la escuela se colocarán en el sitio web del distrito. Los documentos se publicarán en inglés y español.

Apéndice A: Perfil de datos Los

datos del perfil (Incluir últimos tres (3) años de datos)

1. Matriculación de alumnos por sexo

Año	matriculación total	#	Hombres% Hombre	Mujer	%Mujeres
2019-2020	356	181	50,8%	175	49,2%
2018-2019	390*	207	53%	183	46,9%
2017 a 2018	177	89	50,2%	88	49,8%

* 3^{er} Grado Agregado a Skiatook Primaria

2. Estudiantes Matriculados por raza

Año	total matriculación		americano o indio	Asiático	negro% %% / del Islas	Pacífico o%	blancos% Dos o más razas
2019-2020	356	1,1%	45,7%	7,8%	0,3%	53,1%	14%
2018-2019	390	1,5%	39,7%	5,38%	0%	53,3%	0%
desde 2017 hasta 2018	177	0,5%	25,4%	2,2%	1,1%	61%	9,6 %

3. Estudiantes elegibles para el programa de almuerzo gratis oa precio reducido (recuento del 1 de octubre)

Año	Número	Porcentaje de población
2019-2020	168	45.5%
2018-2019	189	51%
2017-2018	101	56.7%

4. Estudiantes que participan en los programas del Título I

Año	Programa de inscripción	Porcentaje de la población
2019-2020	356	100%
2018-2019	390	100%
2017-2018	190	100%

5. Asistencia estudiantil

Año	Promedio dediaria asistencia	Porcentaje de la población estudiantil	# Hombres	% Hombres	# Mujeres	% Femenino
2019-2020	322.881	96.3%	175	51%	168	48.97%
2018-2019	164.67	94.9%	207	53%	182	46.9%

2017-2018	161.70	94.5%	97	50.2%	96	49.7%
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6. Tasa de tardanzas estudiantiles

Año	Promedio diaria asistencia	Porcentaje de población estudiantil	# Hombres	% Hombres	# Mujeres	% Mujeres
2019-2020	329.166 98.20	%	175	51%	168	48.97%
2018-2019	349.508	97.64%	207	53%	183	46%
2017-2018	174.018	97.24%	97	50.2%	96	49.7%

7. Tasa de movilidad estudiantil

Año	Año académico completo (FAY)		Año académico no completo (NFAY)	
	# Estudiantes	% Población	estudiantil # Estudiantes	% Población estudiantil
2019-2020	325	94.75%	18	5.24%
2018-2019	351	90%	39	10%
2017-2018	157	85.6%	26	13.4%

8. Tasa de absentismo escolar

Año	Promedio de absentismo diario	Porcentaje de población estudiantil
2019-2020	0	0
2018-2019	0	0
2017-2018	0	0

9. Estudiantes identificados como Estudiantes del idioma inglés (ELL)

Año	Programa de inscripción	Porcentaje de población estudiantil
2019-2020	6	2%
2018-2019	3	0.7%
2017-2018	0	0

10.comportamiento del estudiante

Año del	Promedio diario de referencias	Promedio diario de suspensiones dentro de la escuelaescuela	Promedio diario fuera de la Suspensiones
2019-2020	.40	.08	.02
2018-2019	1.09	.27	.045
2017-2018			

11. Maestros altamente calificados (HQT) y paraprofesionales

Número de maestros certificados	Número de HQT	Número de no HQT
18	17	1
Número de Paraprofesionales	Número HQT	Número de Paraprofesionales Número de Paraprofesionales No HQT
9	9	0

12. Experiencia docente

Número de maestros certificados	Años de experiencia					
	0-3	3-5	6-10	11-15	15-20	20+
18	5	3	2	2	3	3

13. educación

Número de maestros certificados	Grado recibido					
	Licenciatura	Bachillerato + 15	Maestría	Maestría +15	Doctorado	Nacional Junta Certificación de la
18	17	0	1	0	0	0

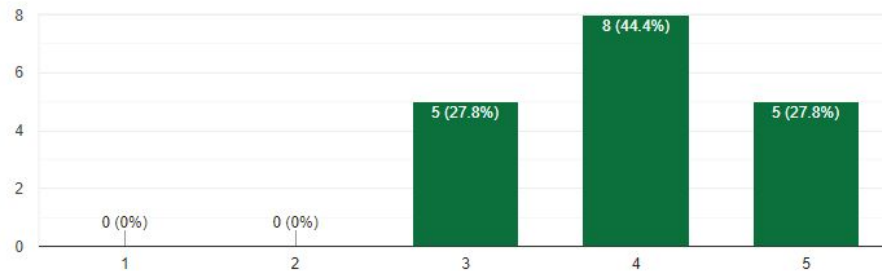
Apéndice B: Datos de la Encuesta de Padres y Datos de la Encuesta de Administración del Maestro Encuesta del

Maestro / Administrador

Título I Componente 1: El liderazgo escolar utiliza un proceso colaborativo para desarrollar visión, creencias, misión y objetivos.

Title I Component 1: Comprehensive, Data Driven Needs Assessment/WISE EEIIC-9.01

18 responses

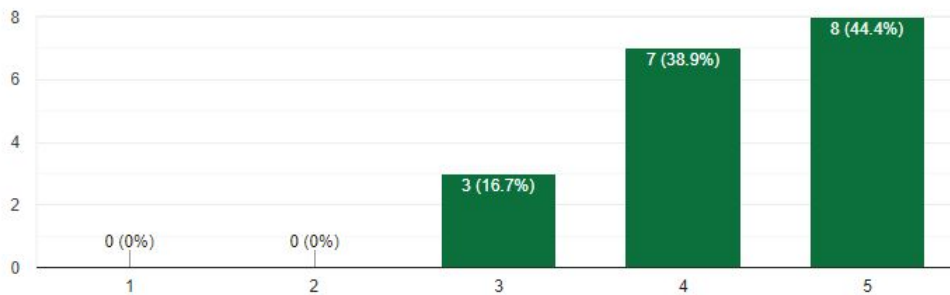


Título I Componente 1: El equipo de planificación escolar recolecta, administra y analiza datos de múltiples fuentes de datos.

Title I Component 1: Comprehensive, Data Driven Needs Assessment/WISE EEIIC-9.02



18 responses

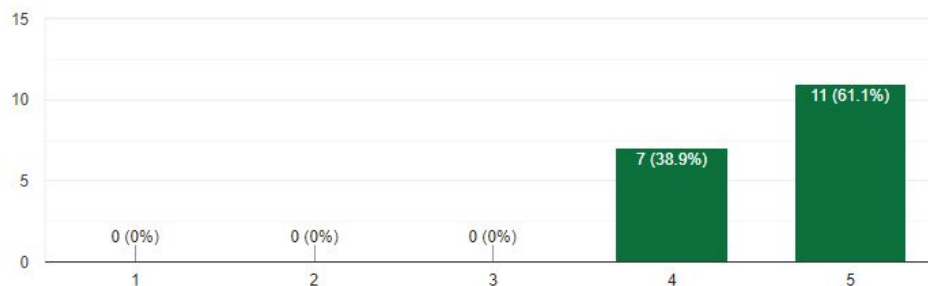


Título I Componente 2: Todos los maestros usan los puntajes de las pruebas, incluidos los resultados previos y posteriores a la prueba, para identificar brechas educativas y curriculares, modificar unidades de estudio y volver a enseñar según corresponda.

Title I Component 2: Research-Based Schoolwide Reform Strategies/WISE EEIB-2.05



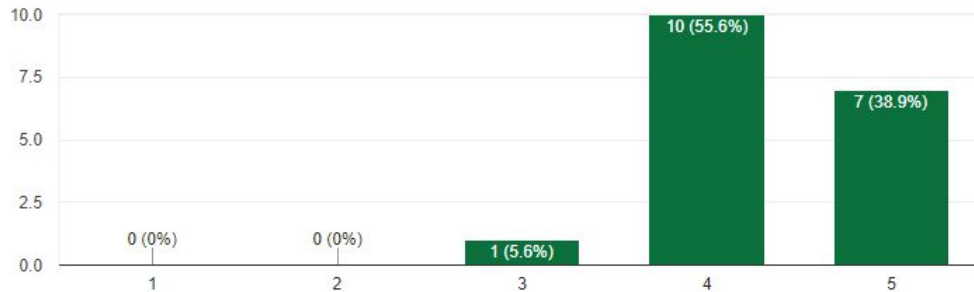
18 responses



Título I Componente 2: El liderazgo escolar proporciona suficientes recursos de instrucción que son utilizados por maestros y estudiantes para actividades de aprendizaje alineadas con los estándares.

Title I Component 2: Research-Based Schoolwide Reform Strategies/WISE EEIC-3.06

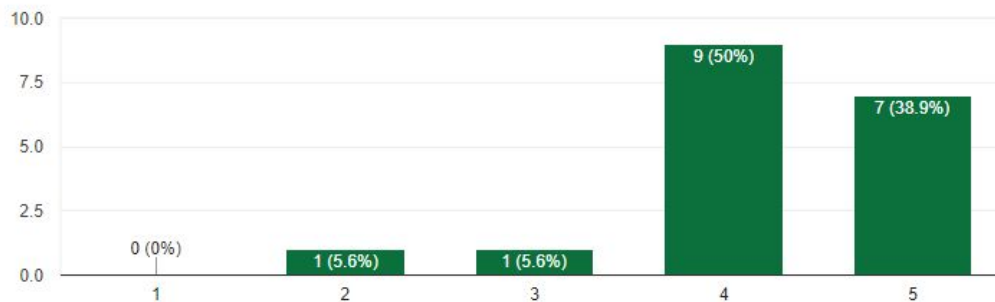
18 responses



Título I Componente 2: El liderazgo escolar y todo el personal evalúan regularmente su progreso hacia el logro del impacto esperado en la práctica en el aula y el rendimiento del estudiante especificado en el plan.

Title I Component 2: Research-Based Schoolwide Reform Strategies/WISE EEIIC-9.08

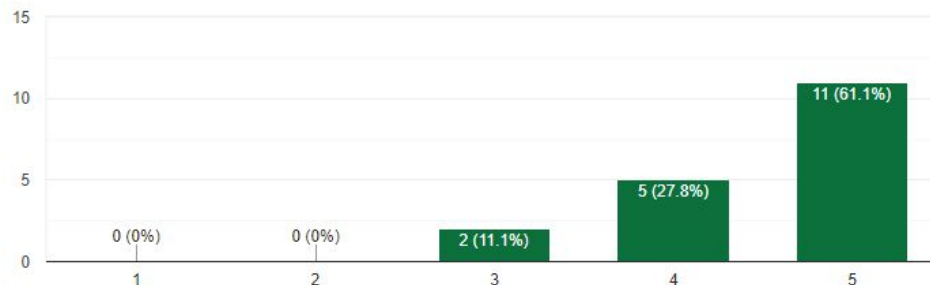
18 responses



Título I Componente 3: Todos los maestros usan estrategias y actividades de instrucción que se diferencian para satisfacer las necesidades específicas de aprendizaje de los estudiantes.

Title I Component 3: Instruction By Highly Qualified Teachers/WISE EEIC-3.03

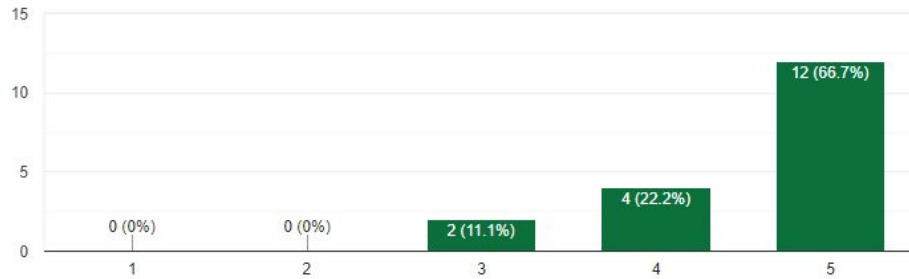
18 responses



Título I Componente 3: Todos los maestros demuestran el conocimiento del contenido necesario para desafiar y motivar a los estudiantes a altos niveles de aprendizaje.

Title I Component 3: Instruction By Highly Qualified Teachers/WISE EEIC-3.04

18 responses

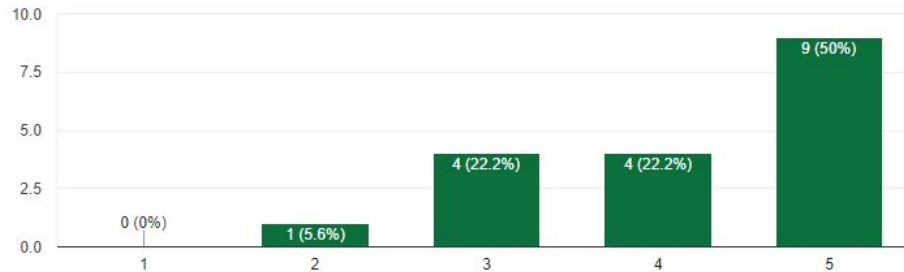


Título I Componente 4: Todo el personal (directores, maestros y paraprofesionales) participa en el desarrollo profesional que es de alta calidad, continuo e integrado en el trabajo.

Title I Component 4: High Quality, Ongoing, Embedded Professional Development/WISE EEIC-6.05



18 responses

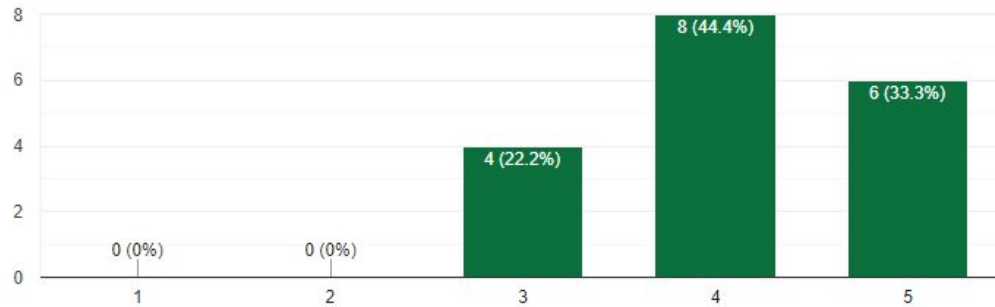


Título I Componente 5: El liderazgo escolar utiliza estrategias efectivas para atraer maestros altamente calificados y altamente efectivos.

Title I Component 5: Recruitment and Retention of Highly Qualified Teachers/WISE EEIIB-8.05



18 responses

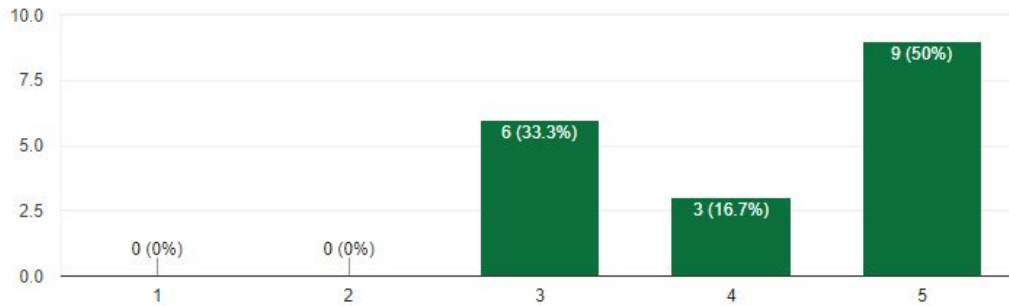


Título I Componente 6: El liderazgo escolar y todos los maestros implementan estrategias como la alfabetización familiar para aumentar la participación efectiva de los padres.

Title I Component 6: Increase Parent and Family Involvement/WISE EEIIB-5.03



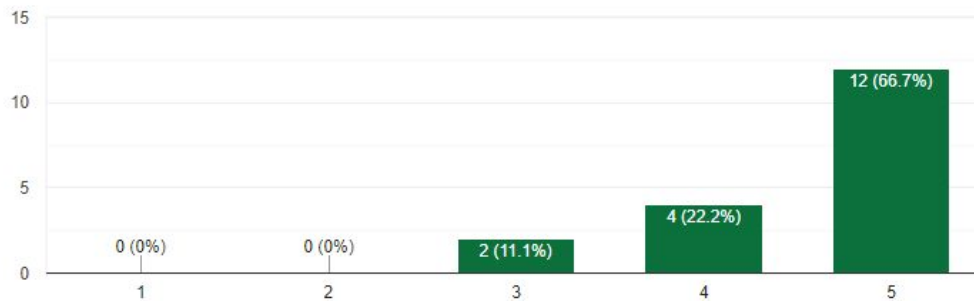
18 responses



Título I Componente 6: Todo el personal escolar mantiene información académica, de comportamiento y asistencia oportuna y precisa para los padres.

Title I Component 6: Increase Parent and Family Involvement/WISE EEIIB-5.05

18 responses

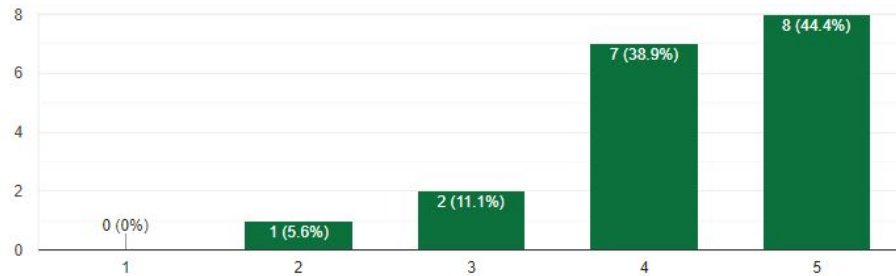


Título I Componente 7: El liderazgo escolar y el personal buscan activamente relaciones para apoyar a los estudiantes y las familias a medida que pasan de un grado a otro, de un edificio a otro y más allá de la escuela secundaria.

Title I Component 7: Successful Student Transitions/WISE EEIB-5.06



18 responses

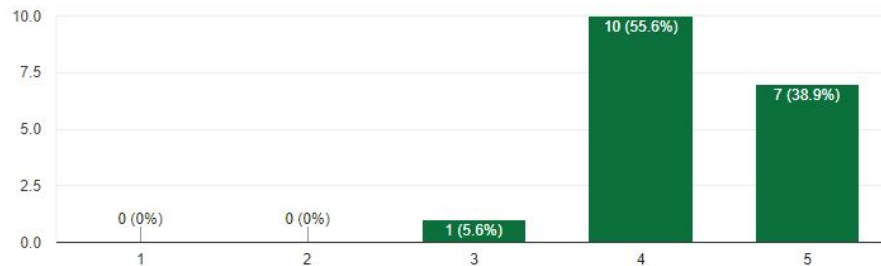


Título I Componente 7: los equipos de instrucción identifican puntos clave de transición vertical del plan de estudios entre la primera infancia y la escuela primaria; escuela primaria y secundaria; y secundaria y preparatoria para eliminar superposiciones innecesarias y cerrar brechas curriculares.

Title I Component 7: Successful Student Transitions/WISE EEIA-1.04



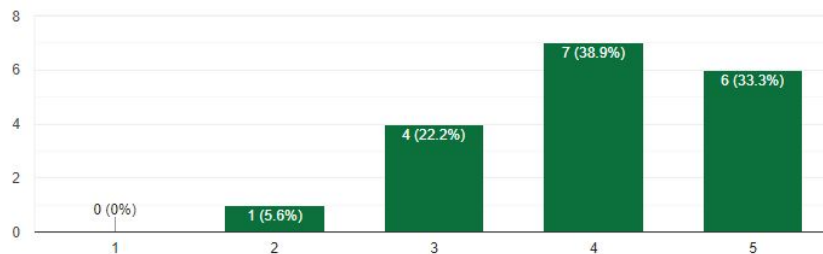
18 responses



Título I Componente 8: Todos los maestros y el personal no docente participan en los procesos de toma de decisiones relacionados con la enseñanza y el aprendizaje.

Title I Component 8: Inclusion of Teachers in Assessment and Instructional Decisions/WISE EEIIA-4.04

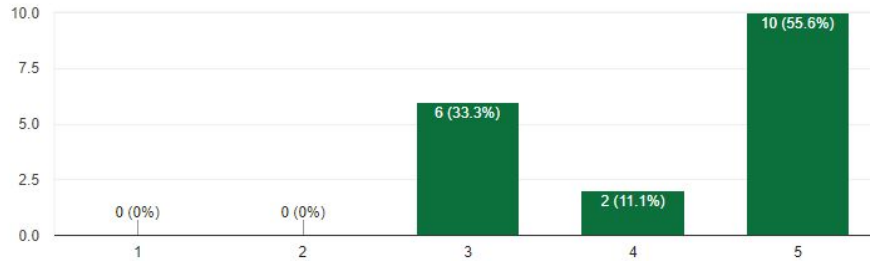
18 responses



Título I Componente 9: Todos los estudiantes tienen acceso a apoyos académicos y de comportamiento que incluyen tutoría, actividades extracurriculares y extracurriculares, y oportunidades de aprendizaje extendidas (por ejemplo, programas puente de verano, escuela sabatina, servicios de asesoramiento y equipos competitivos y no competitivos).

Title I Component 9: Effective and Timely Additional Assistance for Students/WISE EEIIB-5.02

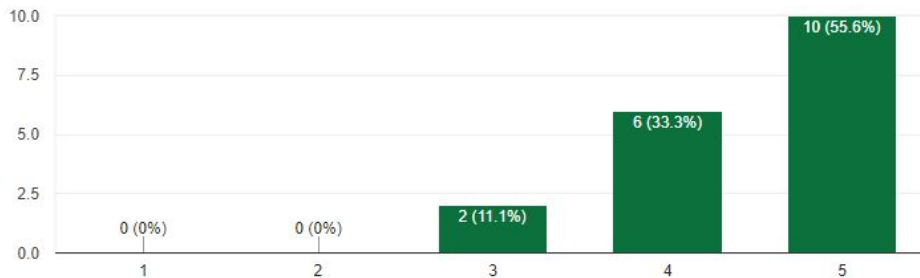
18 responses



Título I Componente 9: El liderazgo escolar asegura que el tiempo de instrucción esté protegido y asignado para enfocarse en temas curriculares e instructivos, incluyendo agregar tiempo al día escolar según sea necesario.

Title I Component 9: Effective and Timely Additional Assistance for Students/WISE EEIIB-7.06

18 responses

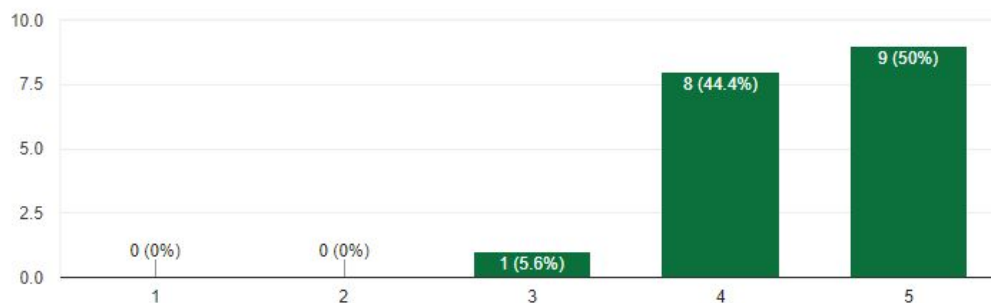


Título I Componente 10: El liderazgo escolar asigna e integra los recursos del programa estatal y federal para abordar las necesidades identificadas de los estudiantes.

Title I Component 10: Coordination of Federal, State, and Local Resources/WISE EEIIB-8.10



18 responses



Encuesta para padres

What is the best channel of communication?

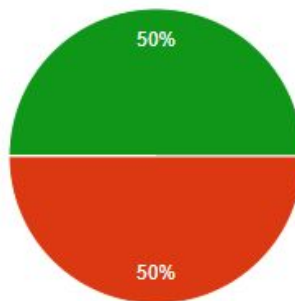
2 responses



- e-mail
- Telephone
- Postal Service

What is the best time for events/meetings/etc?

2 responses



- Before School
- 9am - Noon
- Noon - 2pm
- After School
- Evening (After 6pm)

Are you aware of the Wengage student grading program?

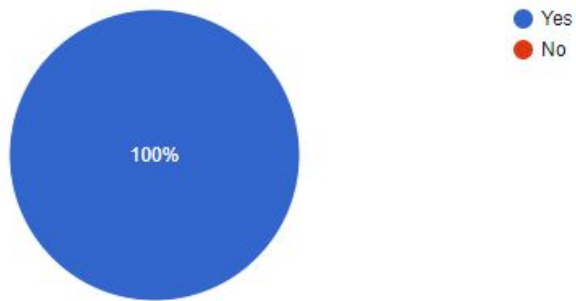
2 responses



- Yes
- No

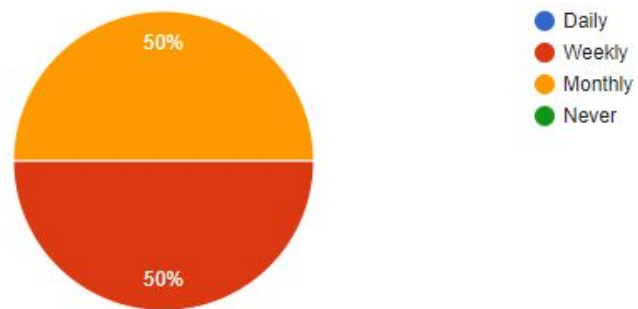
Do you have your student's Wengage login information?

2 responses



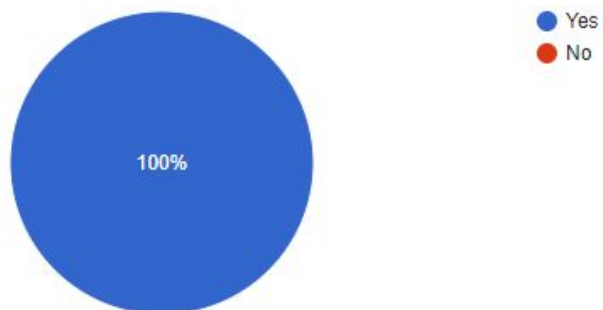
How often do you check your student's grade on the Wengage student grading program?

2 responses



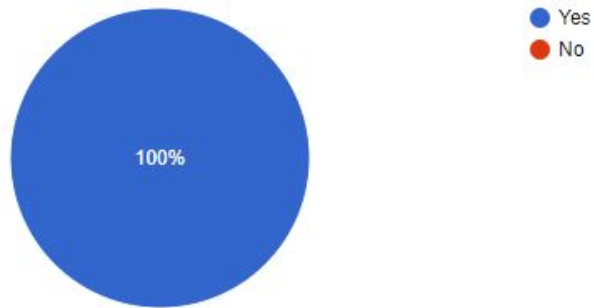
Do you feel teachers are available when you need them?

2 responses



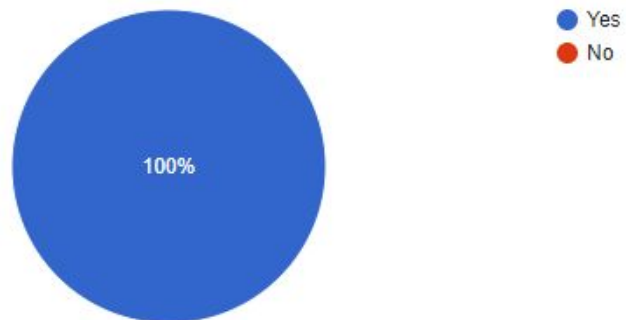
Do you feel principals are available when you need them?

2 responses



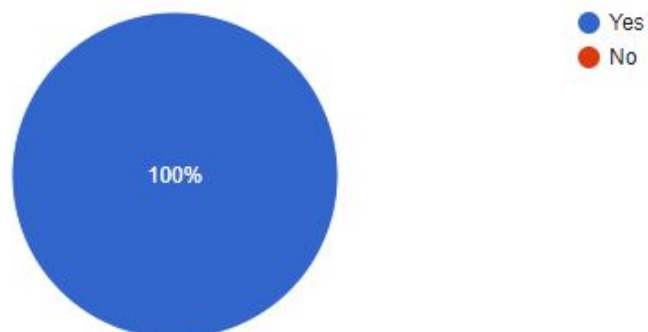
Do you feel welcomed while you are at your child's school?

2 responses



Are you aware of the parent resources available at your child's school?

2 responses



Do you have internet access at your home?

2 responses



● yes
● no

Do you own a computer/iPad that your child can use to access schoolwork at home?

2 responses



● Yes
● No

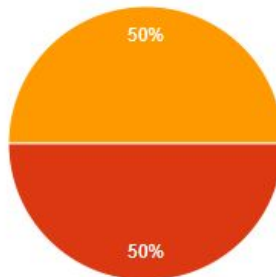
What can we do, as a school, to help your child be more successful in school?

1 response

Tutoring or after school programs

Are you available to serve on a committee team?

2 responses



● Yes
● No
● on occasion

Apéndice C: Plan a nivel escolar

2019-20 escolar en SSO: Skiatook Elementary (SE)

Evaluación integral de necesidades

- **necesidades Paso 1: Identificar el equipo de planificación**
 - nombre del director de la escuela: Christy White
 - Ingrese la última fecha en que LEA revisó / revisó el plan escolar : 9/6/19
 - Persona que completa el plan: Christy White
 - Miembros del equipo:
 - Nombre: Christy White
 - Grupo constituyente: principal
 - Nombre: Baylee Branscum
 - Grupo constituyente: maestro
 - Nombre del: Meighan Clifton
 - Grupo constituyente: maestro
 - Nombre del: Jennifer Lathrop
 - Grupo constituyente: TIA especialista en lectura
 - Nombre del: Laura Langley
 - Grupo Constituyente: Enlace de Padres: Grupo Constituyente
 - Nombre del: Alyson Williams
 - : Padres
- Evaluación de Necesidades de los Paso 2-6
 - **Paso 2: Aclarar la Visión para la Reforma** *(Antes de recopilar y analizar datos, el equipo de planificación junto con el personal de la escuela debe reunirse y discutir la visión para la reforma. La visión colectiva debe definir el éxito del estudiante. Las metas y programas identificados en el Plan de Mejoramiento Escolar / Escolar deben alinearse con esta visión. Los fondos deben usarse en función de la evaluación de las necesidades y alineados con objetivos medibles.)*
 - La misión de las Escuelas Públicas de Skiatook es proporcionar un ambiente de aprendizaje seguro, positivo y enriquecido donde los estudiantes, el personal y los padres se enfrentan a altas expectativas, dedicados para ayudar a todos los estudiantes a tener éxito y comprometidos a trabajar juntos para fomentar un distrito de excelencia. La misión se enfatiza en todos los aspectos del sistema escolar. La misión es instrumental en el Plan Escolar Título I. Las expectativas del Plan Escolar es que TODOS los estudiantes tengan éxito académico. La visión para que la reforma se aborde utilizando fondos del Título I es enfocarse en el rendimiento académico individual de todos los estudiantes y abordar las necesidades académicas individuales de cada estudiante. El enfoque en el desempeño individual de los estudiantes ocurrirá en los equipos de datos. Todos los profesores y administradores están comprometidos con el proceso del Equipo de Datos y continuarán recibiendo desarrollo profesional para mejorar el proceso. Las reuniones del Equipo de datos se llevarán a cabo de manera consistente y las discusiones que ocurran durante esas reuniones del Equipo de

datos no solo fortalecerán el aprendizaje de los estudiantes sino que fortalecerán la práctica educativa. Los datos que ayudarán a guiar a los equipos de datos incluyen las evaluaciones del Programa de Pruebas del Estado de Oklahoma (OSTP), las evaluaciones de crecimiento de la Asociación de Evaluación del Noroeste (NWEA), las evaluaciones formativas comunes y los puntos de referencia.

- **Paso 3: Crear perfil escolar** *(El perfil de la escuela es una descripción basada en datos del estado actual de la escuela. Como mínimo, las escuelas deben evaluar el estado actual en las áreas de enfoque que afectan significativamente el rendimiento del estudiante: necesidades del estudiante, plan de estudios e instrucción, desarrollo profesional, participación familiar y comunitaria, y ambiente y organización escolar.)*
 - SE se encuentra en Skiatook, Oklahoma. Skiatook es una comunidad rural que se encuentra a 30 millas al noroeste de Tulsa, Oklahoma. Skiatook tiene una población de 12,758. Solo el 18.1% de los adultos mayores de 25 años en Skiatook, Oklahoma tienen un título universitario en comparación con un promedio estatal del 23.7%. La información demográfica para las escuelas públicas de Skiatook es 59.8% caucásica, 0.9% negra, 0.2% asiática, 7% hispana, 23.3% nativa americana y 8.5% dos o más razas (Office of Educational Quality and Accountability, 2017).
 - Necesidades de los estudiantes: los datos de la boleta de calificaciones AF de OSDE, Alfabetización Primero, evaluaciones OSTP, Evaluaciones de crecimiento de la Asociación de Evaluación del Noroeste (NWEA) en ELA y matemáticas, Puntos de referencia en ciencias y estudios sociales y Evaluaciones formativas comunes (CFA) determinarán las necesidades académicas de los estudiantes. La escuela determinará aún más las formas en que puede llegar efectivamente a los estudiantes identificados como estudiantes del Cuartil Inferior en la Tarjeta de Informe de AF de OSDE. Los datos demográficos de los estudiantes se utilizarán para determinar las necesidades no académicas de los estudiantes.
 - Plan de estudios e instrucción: el plan de estudios y la instrucción se centrarán en las necesidades académicas de los estudiantes mediante la utilización de equipos de datos en las áreas de ELA, matemáticas, ciencias y estudios sociales. Los maestros también seguirán el crecimiento apropiado de los estudiantes en las áreas de matemáticas y ELA utilizando los datos de la Evaluación de Crecimiento de NWEA. Los datos de la Evaluación de Crecimiento de NWEA se utilizarán para desarrollar una ruta de aprendizaje individualizada dentro del software Study Island y Compass que aumentará aún más el rendimiento de los estudiantes. El software Imagine Learning se utilizará para abordar las necesidades de intervención de lectura.
 - Desarrollo profesional, participación familiar y comunitaria: El desarrollo profesional se utilizará para fortalecer el proceso del Equipo de datos y las intervenciones curriculares de la Evaluación del crecimiento de NWEA. El desarrollo profesional también abordará la incorporación de la alfabetización y el uso de la alfabetización dentro de un entorno de aprendizaje digital. El personal y la administración de SE comprenden la importancia de la

- participación de la familia y la comunidad y buscan activamente oportunidades para mejorar la participación.
- **Paso 4: identificar las fuentes de datos** *(El equipo de planificación es responsable de reunir y organizar datos relacionados con las áreas de enfoque en el perfil de la escuela. Datos académicos cuantitativos y cualitativos (puntos de referencia, evaluaciones formativas comunes, monitoreo del progreso) y datos no académicos (encuestas de estudiantes, asistencia, suspensiones, se deben usar las tasas de graduación, etc.).*
 - Los datos de rendimiento estudiantil incluyen: evaluación de crecimiento de NWEA, alfabetización primero, evaluaciones formativas comunes y boletas de calificaciones de los estudiantes. Los datos de percepción incluyen encuestas para padres y encuestas para maestros. Los datos demográficos incluyen: asistencia, educación especial y bajos ingresos.
 - **Paso 5: Analice los datos** *(a medida que el equipo de planificación analiza los datos, las brechas entre el estado actual de la escuela y la visión establecida para la reforma deberían ser más evidentes. Las fortalezas, debilidades y necesidades deberían convertirse en la base de los objetivos y estrategias que deberían desarrollarse en el Plan de Mejoramiento Escolar / Escolar escrito. Los resultados del análisis de datos deben resumirse y presentarse a todos los interesados.)*
 - La triangulación de datos ocurrirá mediante la recopilación de múltiples tipos de datos de estudiantes. NWEA Growth Assessment testing occurs at the beginning, middle, and end of each school year. Literacy First assessments help populate the data picture for each student. Common Formative Assessment data that is collected within Data Teams occurs monthly. The utilization of multiple sources of data is critical to effective data triangulation. The data will be collected after the assessments are complete by the school principal and all data is examined within the confines of the Title I Schoolwide Planning Team to ensure effective implementation of the 10 required components of a Schoolwide Plan.
 - Perception data will be collected through surveys administered in the spring. The Teacher and Parent Survey results will be tallied by the school principal and all the results will be examined within the confines of the Title I Schoolwide Planning Team to ensure effective implementation of the 10 required components of a Schoolwide Plan.
 - Demographic data will be collected by the school principal and guide the Title I Schoolwide Planning Team to ensure effective implementation of the 10 required components of a Schoolwide Plan.
 - **Step 6: Schoolwide flexibility/Consolidation of Funds. [ESSA, Section 1114(b)(7)(B)]** *(Schoolwide schools may use the flexibility available to them to coordinate and integrate services, or combine most federal, state and local funds to provide these services with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. If implementing schoolwide flexibility, describe the activities and services the school implements when it coordinates federal, state and/or local funds. If implementing consolidation of funds, also describe how the intent and purpose of each consolidated program is met.)*

- Title I, II, IV, and VI funds are coordinated with Special Education funds and state funds to create a school site that provides an education that addresses the needs of all students.

- **Step 7: Schoolwide Consolidation of Funds (New to 2019-20SY Plan)**

(Schoolwide schools may combine most federal, state and local funds to provide these services with the aim of upgrading the entire educational program and helping students reach proficient and advanced levels of achievement. Describe the activities and services the school implements when it consolidates federal, state and/or local funds.)

- Skiatook Public Schools does not consolidate Title IA and Title IIA funds.

Reform Strategies *(Reform strategies are instructional strategies that 1) provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards; 2) 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 3) 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.)*

Guiding Questions

Evidence-based Strategies

- What evidence-based strategies are being used in the classroom?
- Which instructional strategies should be utilized to meet the needs of the students?
- What data is collected to determine if instructional strategies are effective?
- How is the use of various instructional strategies monitored by the administration?
- Are daily objectives posted in the classroom using student friendly language?
- Have teachers been trained to support the core academics in their own subject matter?

Curriculum Alignment

- How is curriculum aligned with Oklahoma Academic Standards?
- Are students knowledgeable of Oklahoma Academic Standards?
- Have teachers created curriculum maps and/or pacing calendars?
- Do teachers collaborate in horizontal and vertical teams?

Extended Learning Time

- What extended day/year opportunities are available for students?
- What procedures are in place to encourage attendance of extended day/year opportunities?
- What procedures are in place to monitor student achievement in extended day/year programs?
- How do the extended day/year teachers collaborate with regular classroom teachers?
- What is being done to strengthen the core academic program at the school?

Assessment

- What benchmark assessments are used to monitor student achievement?
- How are the benchmark results used to drive instruction in the classroom?
- Have the schoolwide programs ensured that all students at the school have the opportunity to reach the state's satisfactory and proficient levels of learning?

Technology

- How has technology been utilized in the classroom?
- How has technology been effective in increasing engagement, motivation and achievement?

- The Data Team/Professional Learning Community (PLC) process will be utilized in reading and math classes. During the Data Team/PLC Process teachers construct Common Formative Assessments (CFAs) which address essential OAS standards. The essential standards are included and tracked using curriculum maps. The students are given the CFA prior to instruction. Teachers take PreCFA data and determine the level of proficiency for each student. The teachers determine which instructional strategy will be provided for level of proficiency. Data team members determine appropriate instructional strategies by looking at the current research of John Hattie's, Visible Learning; A Synthesis of Over 800 Meta-Analyses Relating to Achievement. NWEA Growth Assessment results play an integral part of the Data Team/PLC process. The Data Team/PLC reform strategy addresses the needs of low-achieving and at-risk students through Response to Intervention Tier 2 interventions from PostCFA data results.

Qualified Teachers *(LEAs will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Also, LEAs will ensure that high poverty or low performing schools are not staffed with disproportionately high numbers of teachers who are ineffective, inexperienced or out-of-field. A qualified teacher must hold a minimum of bachelor's degree; obtain full Oklahoma certification or an Oklahoma teaching license; and demonstrate subject matter competency in each of the academic subjects in which the teacher delivers instruction. Qualified paraprofessionals must have completed at least 2 years (48 credit hours) at an institution of higher education; obtained an associate or high degree; or completed the Oklahoma General Education Test (OGET) or the ParaPro or Work Keys Test and achieved a passing score.)*

Guiding Questions

- Do all teachers and paraprofessionals at the school meet the qualification requirements in the State of Oklahoma?
- If not, what action plan has been developed to assist the teachers/paraprofessionals in reaching qualified status?
- Does the school offer incentives for advanced degrees and/or National Board certification?
- Have all parents been notified of their right to request information regarding the qualifications of the qualified teachers and paraprofessionals?
- Has a template been created for notifications to parents when students are taught by a non-qualified teacher for more than four (4) weeks?
- Have data charts been created to display qualified data including degrees earned and years of experience?

- No teachers are interviewed for a position unless they are qualified. All Paraprofessionals have appropriate qualification requirements as well. Every student at Skiatook Elementary School will be taught by teachers who are licensed and certified to teach in Oklahoma. Every teacher will be certified to teach the grade or subject they are assigned to teach. Teachers must be knowledgeable of the content taught and use best practice methodologies. Teachers must be skilled classroom management and parent communications. Professional development will occur with little time outside the classroom. Teachers should have high attendance and limited tardies. The teacher evaluation system should encourage growth through the creation of a personal professional development plan. A template has been created for notifications to parents in the event that students are taught by a non-qualified teacher for more than four weeks.

Monitoring/Compliance Documentation

- "Parents Right to Know" notification letter

- Sample parent notification regarding Highly Qualified status
- Data collection tools for HQT information

Professional Development *(High quality professional development (PD) focuses on improving student achievement by elevating teacher, principal and other school personnel quality through evidence-based strategies. This professional development should be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals and parents. PD activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused activities designed to improve instruction and use of data from academic assessment.)*

Guiding Questions

- Has a yearly professional development plan been developed? Were the teachers involved in the decision making?
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- What procedures are in place to follow-up on each professional development activity?
- How is implementation of strategies learned in professional development monitored?
- How are teachers supported and encouraged when implementing strategies learned in professional development?
- Do teachers have individual professional development plans? Do administrators?
- How are the individual plans developed? Does data drive the professional development decisions?
- Are stipends and/or substitutes provided for teachers attending professional development?
- Are teachers encouraged to facilitate professional development?
- How has professional development affected instruction? Does the data support this?
- What sustaining efforts are in place to support new staff with previously learned professional growth?
- What focused area(s) of need will be in addressed through professional development in the coming school year?
- How will staff be supported and encouraged when implementing strategies learned in professional development?

- Based on the Comprehensive Needs Assessment, describe the focus of the school's professional development plan
 - The yearly professional development plan is created in the District Curriculum Committee which consists of members from each site's Title I Schoolwide Planning Team and the Federal Programs Director. The District Curriculum Committee has at least two teacher representatives from each site, an administrator from each site, and a parent. Professional development focuses on preparing teachers, principals, and paraprofessionals to help all students meet Oklahoma Academic Standards (OAS).

Professional development is driven by student learning gaps and is narrowly focused and monitored.

- The professional development plan was designed with the goals of the schoolwide plan in mind. In fact, components of the WISE indicators related to professional development are critical pieces of the plan.
- The Skiatook Public Schools (SPS) Professional Development and Curricular Plan provides the foundation for providing continuous and sustainable professional development and curriculum that is pertinent to the education needs of students. Main initiatives of the Professional Development and Curricular Plan address indicators of the Oklahoma Nine Essential Elements addressed in the Ways to Improve School Effectiveness (WISE) Plan. Skiatook Public Schools strives to deliver professional development activities that meet the criteria contained in the definition of professional development in Title IX, Section 9101(34) of the Elementary and Secondary Education Act (ESEA). The Professional Development and Curricular Plan also addresses curricular goals that are outlined in the SPS Strategic Plan. Main initiatives addressed in plan include: Planning by the District Curriculum Committee, Curriculum Mapping/Oklahoma Academic Standards (OAS), Vertical Professional Learning Communities (PLCs), Data Driven Decision Making , Data Teams & Decision Making for Results, Common Formative Assessments (CFAs), Northwest Evaluation Association (NWEA) Growth Assessment.
- Skiatook Public Schools also has a Two Year Professional Development plan which outlines the professional development activities during a two year cycle. The District Curriculum Committee developed the Two Year PD Plan. The District Curriculum Committee also helps evaluate the Professional Development that is delivered at Skiatook Public Schools. New Hire Orientation ensures that new employees are supported in professional development that has already been delivered in previous years.

Monitoring/Compliance Documentation

- agendas and attendance records of professional development
- site professional development plan

Teacher Recruitment/Retention *(Employing qualified teachers in high poverty and low-performing schools is important for the sustainability of the schoolwide program. Therefore, the schoolwide/school improvement plan should describe the strategies it will use to recruit and retain effective teachers, particularly in high need subjects.)*

Guiding Questions

Recruitment:

- Has a strategic recruitment plan been developed?
- What marketing strategies have been used to recruit teachers to the district?
- Have positions been posted on school and district Web sites?
- Has recruiting through local institutions of higher education been considered?
- Have local career fairs been promoted? Has the district participated as a vendor?
- Has the school partnered with a neighboring school district to recruit teachers?
- Have future teachers in the community been identified?
- How have teachers been encouraged to apply for positions within the district?

Retention:

- What is the process of new teacher orientation?
- How does an established mentoring program serve new teachers? Does it serve teachers for the first three (3) years?
- How does teacher collaboration support new and experienced teachers?
- How are teachers included in decision making, planning and resource allocation?
- How are teachers encouraged to obtain advanced degrees and/or additional certifications?
- How are teachers encouraged to become National Board Certified?
- What incentives are offered to teachers to work in high poverty, low-performing schools?

Describe the recruitment and retention plans.

- The district posts positions on the district website and in the Tulsa World and newspapers. Those postings list teachers possessing qualifying credentials as a requirement. When interviewing, the principals explain PLC's and professional development supports in place for teachers. The district works with higher education institutions with their internship programs so the district will call them for recommendations also. Teachers are hired to reflect the demographics of the students. Skiatook Elementary School anticipates staffing needs and recruits/hires early and provides training for committed teachers for hard to fill positions. An emphasis is placed on the recruitment of experienced, effective teachers to work with the lowest achieving students.
- The teacher support system at Skiatook Elementary School is tremendous. The participation within Data Teams and PLCs has created an atmosphere of collegiality. Teachers are included in decision making during Leadership Team meetings. Teachers are always encouraged to better themselves professionally. Teachers new to the profession complete an Induction Program with a mentor teacher.

Monitoring/Compliance Documentation

- written plan for recruiting and retaining teachers
- evidence of recruiting efforts (ie, job postings, career fairs information, marketing strategies)
- evidence of retention efforts (ie, teacher mentoring programs, incentives, teacher collaboration)

Parent and Family Engagement: *(Parent and Family Engagement is essential in creating schoolwide plans. Stakeholders should be viewed as academic partners who participate in student/teacher/parent conferences and are invited to participate in other school committees. It is essential that schoolwide/school improvement plan contain strategies to include parents in decision making, invite parents to participate in meetings and committees, and involve parents as academic partners.)*

Guiding Questions

- Has a site Parent Involvement Policy and Parent-School Compact been created? (This must be site specific and different from the district policy.)
- How are the policy and compact distributed to the parents? Updated annually?
- How are parent involvement opportunities evaluated?
- How are parents surveyed regarding parental involvement activities?
- How are parents notified of parent involvement activities?
- What specific training or resources are available for parents on how to help their child academically?
- Has an online gradebook been developed? How are parents assured access?
- Have parents been informed of state standards?
- How often do teachers communicate with parents through phone calls, emails and mailings? How is this communication documented?
- How often are Parent-Teacher conferences scheduled? Are they held at accessible times?
- Has an annual Title I parent informational meeting been scheduled? How will parents be informed?
- How will parents be encouraged to become active learning partners in their student's academic, social/emotional and behavioral development?

Describe the school's strategies for increasing parent and family engagement.

- School programs, activities, and procedures are planned and implemented with meaningful consultation of parents. The Parent Involvement Policy and Parent Compact are developed with parent consultation and reviewed annually. The documents are distributed in the student handbook. All parents are given a survey to fill out covering 10 components of the plan. Parents are invited to play a critical role on the Title I Schoolwide Planning Committee, Title I Schoolwide Review Committee, and District Title I Planning/Review Committee. Parents are invited to attend the annual Parent Information Meeting. Additionally, parents are invited to attend the Annual Title I Parent Meeting through notifications on the school website, school newsletters, and local newspaper.
- Information referencing site activities and meetings are communicated by: school marquee, school newsletter, school messenger phone system and email system, district website, district facebook, and district twitter feeds. All parents have access to the online grading system that provides parents with attendance information and lunch account information as well. Parent/Teacher Conferences occur in the Fall semester and in the Spring semester. Parents are notified of student test scores at Parent/Teachers conferences and well as through reports being sent home. Parents are also made aware of all Title I Programs through school messenger and the school website.
- Parents are encouraged to take part in the Parent Teacher Organization and Bark.

Monitoring/Compliance Documentation

- copy of the "Notification to Parents of the Annual Parent Title I Informational Meeting"
- agenda and attendance list for the "Annual Parent Title I Informational Meeting"
- parent survey or other evaluation tool regarding parent involvement activities
- examples of site/parent communication
- copy of notification to parents regarding student achievement reports and test scores
- copy of notification of title I programs and opportunities

- Submit Monitoring/Compliance Documentation

Student Transition *(This component emphasizes the value of creating a coherent and seamless education program for all children in the school, but particularly for those at risk of not meeting the challenging State academic standards. Though the guidance only specifically addresses services to preschool children in the transition from early childhood programs to elementary programs, activities are encouraged at critical transition points at all grade levels to support students and parents with changes in curriculum, instruction and procedures.)*

Guiding Questions

- What are critical transition points at the site (ie, Pre-Kindergarten, Elementary to Intermediate, Intermediate to Middle)?
- How are counselors involved in the transition strategies?
- Have Parent Orientation Nights been developed?
- What procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures?
- Have summer grade-level transition camps been held at the school site?
- Do staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement?
- How often do staff members meet vertically?
- How does the staff facilitate transition strategies?
- What procedures are in place to receive new students to the school?

- Have documents been created to identify transition points, grades affected and coordination efforts?
- How has professional development affected instruction? Does the data support this?

Describe Student Transition Strategies

- The school provides assistance for parents and students any time there is a transition from a familiar situation to a new situation (from one building to another). Teachers meet vertically to look at the academic vertical transition from grade to grade and site to site.
- Transition Identified: First to Second Grade and Third Grade to Skiatook Intermediate Elementary
- Grades Affected: 1st & 3rd
- Transition Strategies: Tour SE in Spring and Parent Night, Tour SIE in Spring and Parent Night
- Timeline: Spring

Monitoring/Compliance Documentation

- copies of letters, flyers, and/or mailings notifying parents of transition activities
- attendance records of parent meetings regarding transitions
- evidence of vertical teaming among faculty (ie agendas, minutes, curriculum maps)

Teacher Inclusion in Data Decisions *(Teachers need current and ongoing assessments such as observation, benchmarks, formative assessments and summative assessments that describe student achievement. In a schoolwide school, teachers should not only be involved in the assessment selection and creation process, but should be provided with professional development that increases their understanding of the assessment tools and how to use the results to improve instruction.)*

Guiding Questions

- Do teachers receive professional development on the multiple ways to disaggregate data?
- Do teachers receive professional development on how to change instruction to meet the needs of students identified by the data?
- Are these changes monitored and evaluated for improved student achievement?
- Have teachers been encouraged to hold regular data meetings analyzing student assessments and reviewing student work with other teachers?
- Are assessments regularly evaluated for effectiveness?
- Has a chart been created showing the types of assessments, the timeline of implementation and the intended purpose?
- Identify the formative and summative assessments that will be used to measure student growth towards proficiency of Oklahoma Academic standards.
- What steps will be taken to collect and analyze student data from formative/summative assessments?
- How will teachers apply student data to strengthen classroom instruction?

Describe school's process for including teachers in choosing assessment and collecting and analyzing data.

- During Data Team/PLC meetings the teachers evaluate where individual students are and discuss how or what to do to get the students back to level. The teachers also analyze NWEA Growth Assessment data within Data Teams/PLCs to determine interventions that need to take place. Teachers receive professional development in using data to make informed decisions on an annual basis.
- Assessment: Common Formative Assessments, Monthly, Purpose: Monitor for student achievement in Data Teams

- Assessment: NWEA Growth Assessments, Beginning, Mid, End of Year, Purpose: Monitor student growth in Math and ELA in Data Teams, and Title I Schoowide Planning Team
- Assessment: Observation, Daily, Purpose: Monitor for student engagement
- Assessment: Classroom Assessments, Weekly/Monthly, Purpose: Monitor student progress toward academic goals
- Assessment: Literacy First, 3x year & Daily/weekly, Purpose: Monitor specific grade level skill gaps

Monitoring/Compliance Documentation

- copies of assessments used and evidence the assessments align to Oklahoma Academic Standards
- description of how assessment results are used to improve instruction
- copy of the site assessment calendar

Student Interventions *(Effective and timely evidence-based interventions should be provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards.)*

Guiding Questions

- What are teachers doing to meet the learning needs of all students in the classroom?
- How will strategies such as Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), Differentiated Instruction (DI) or flexible grouping be used effectively in classroom(s)?
- What training have teachers received on individualized instruction and/or varied instructional strategies?
- How do students receive additional assistance during the school day?
- How are students identified for these programs?
- How are students monitored and evaluated for these interventions?
- How are extended day/year programs evaluated for effectiveness?
- What type of documentation is collected to ensure that timely interventions occur for students who are not achieving at a proficient level?
- How will the site determine appropriate instructional strategies?

Describe school's academic and behavioral interventions. If applicable, describe 1) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; 2) the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act.

- The Data Team/PLC process identifies the students in need of additional assistance on a monthly basis. The Data Team/PLC process creates instructional strategies for the varying levels of student competence. The varied instructional strategies will be used within the regular classroom and will be guided with Hattie research. Students in need of Tier II and Tier III RTI will receive additional support at specific times throughout the school day. The evaluation of the effectiveness of the process will be populated with Post Common Formative Assessment data as well as NWEA Growth Assessment data. The Data Team/PLC process ensures that students who have difficulty mastering state standards receive additional assistance. The Data Team/PLC process also provides timely identification with the use of effective diagnostic methodologies as well as prescriptive interventions.

- The school also tracks Early Warning Indicators that identify students who are at-risk according to Johns Hopkins research. The indicators tracked include attendance, behavior, and coursework. On-site counselors are available to those students who are identified.

Monitoring/Compliance Documentation

- written assessment and intervention plan
- evidence of monitoring and evaluation of students receiving additional assistance
- evidence that additional assistance supports curriculum and is aligned to Oklahoma Academic Standards

Addendum – Schoolwide Focus Goals

The percentage of teachers Embedding Weekly Literacy/Writing Activities will be 100% by the end of the 2019-20 school year as measured by the documentation included in Curriculum Mapper viewed by building administrators in May 2020.

The percentage of students in 3rd grade scoring Proficient or higher in Reading will increase from 47% to 60% by the end of the 2019 - 2020 school year as measured by the OSTP administered in April, 2020.

The percentage of students in 3rd grade scoring Proficient or higher in Math will increase from 53% to 65% by the end of the 2019 - 2020 school year as measured by the OSTP administered in April, 2020.

The 2nd grade students will increase the median NWEA Reading score from 180 to 189 by the end of 2019 - 2020 school year as measured by the end of year NWEA assessment.

The 2nd grade students will increase the median NWEA Math score from 182 to 192 by the end of 2019 - 2020 school year as measured by the end of year NWEA assessment.

Percentage of SE students reported as chronically absent will decrease from 21% to 15% in May 2020.

Appendix D: New FY20 Schoolwide Plan Template



Title I Schoolwide Plan

Every Student Succeeds Act, Section 1114

School Year

Initial Plan

Date

Revised Plan

Date

District Information

District Name

County/District Number

Superintendent Name

Phone

Email

School Information

School Name

School Poverty Rate

Principal Name

Phone

Email

Instructions

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

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

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, paraprofessional present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **[ESSA, Section 1114(b)(2)]**
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **[ESSA, Section 1114(b)(4)]**
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. **[ESSA, Section 1116(b-g)]**

Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

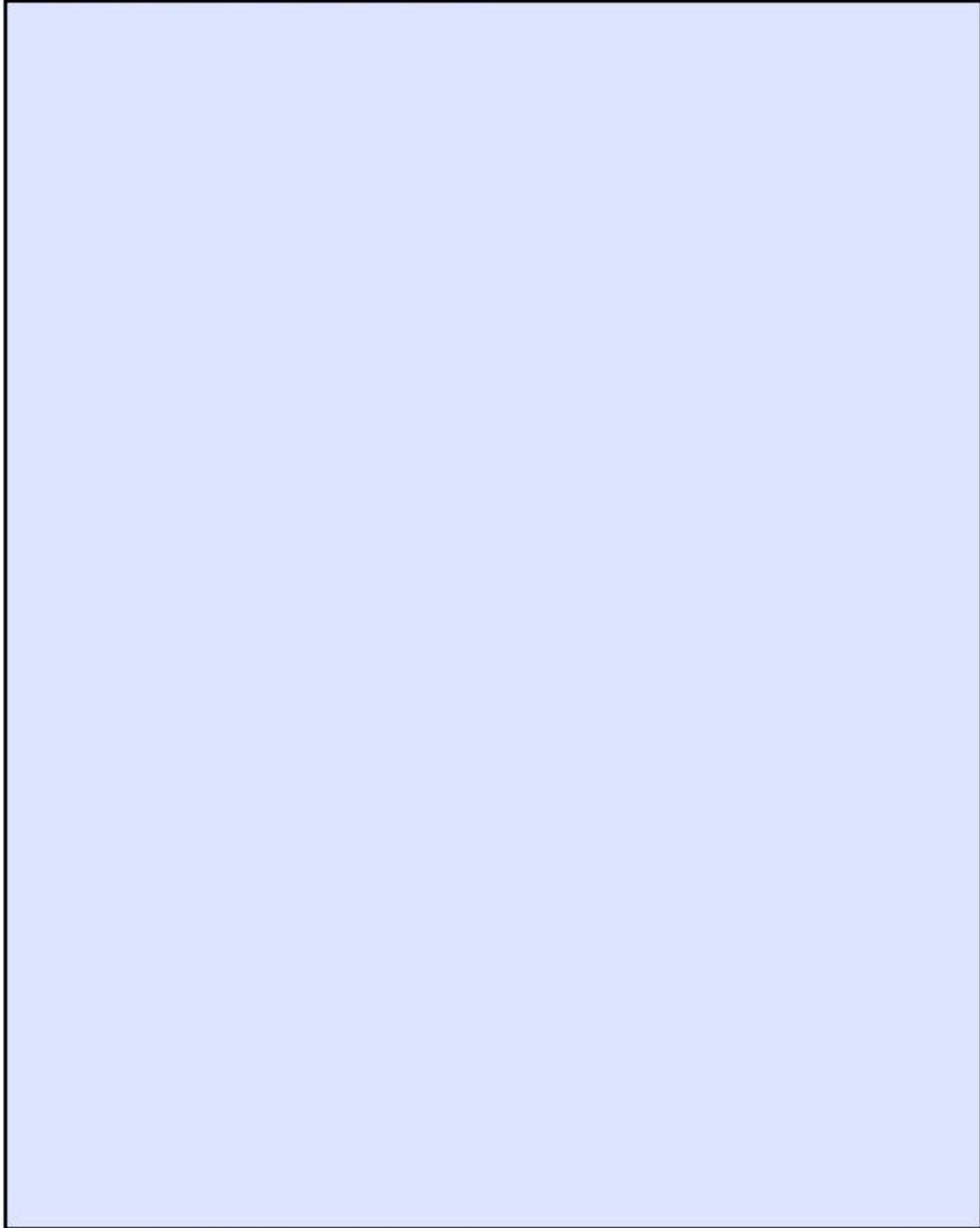
Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the Needs Assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I Schoolwide Plan.
3. The school vision and mission for student success are communicated to families and are based on the beliefs and values of the school community.
4. The Title I Schoolwide Plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the Needs Assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I Schoolwide Plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community, or may not be embraced by families or community members.
4. The Title I Schoolwide Plan is posted in English on the school's website.

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



2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that:

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

Meets Expectations

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

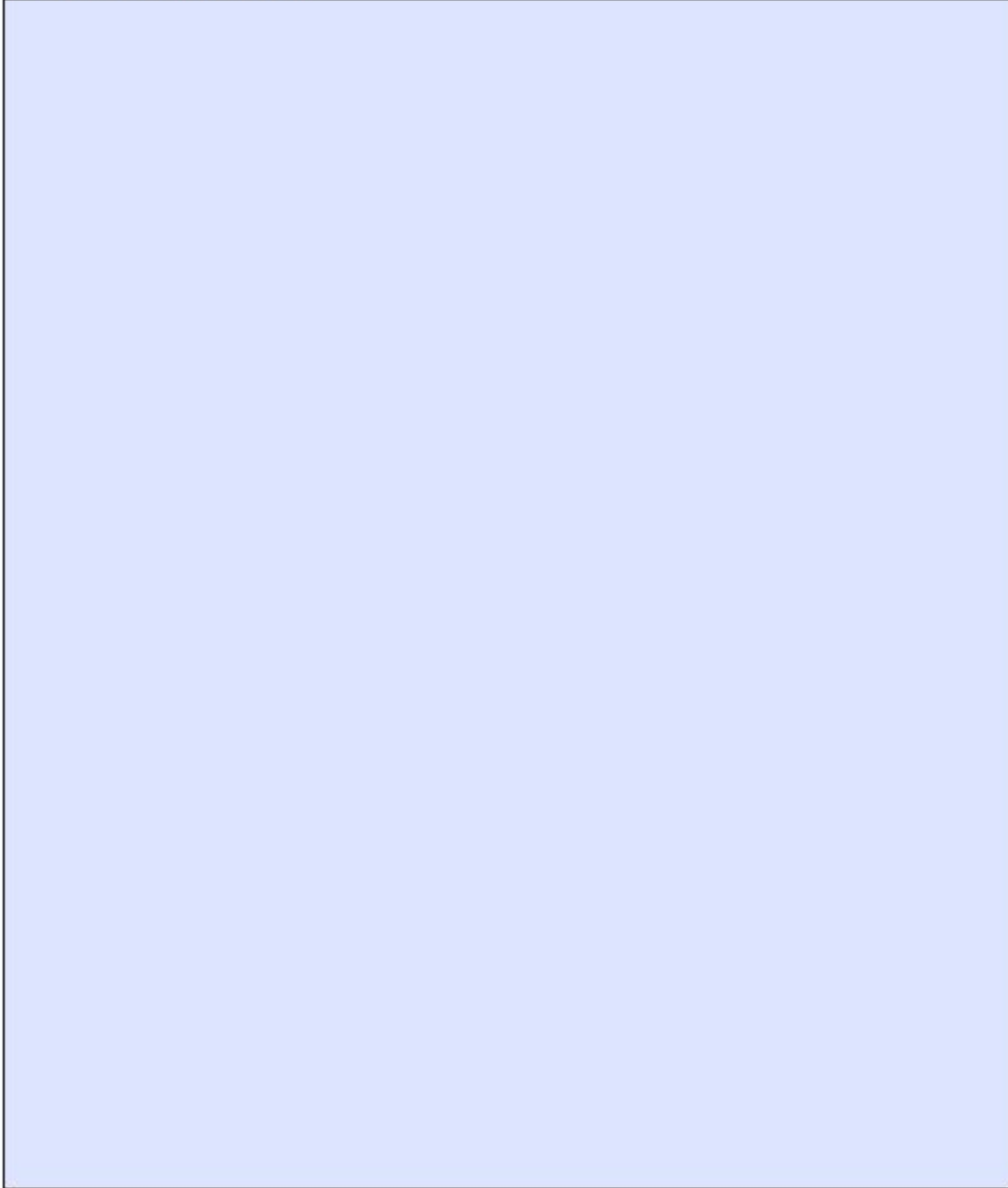
Developing

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

Does Not Meet Expectations

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

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



3. Schoolwide Plan Strategies

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

Meets Expectations

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

Developing

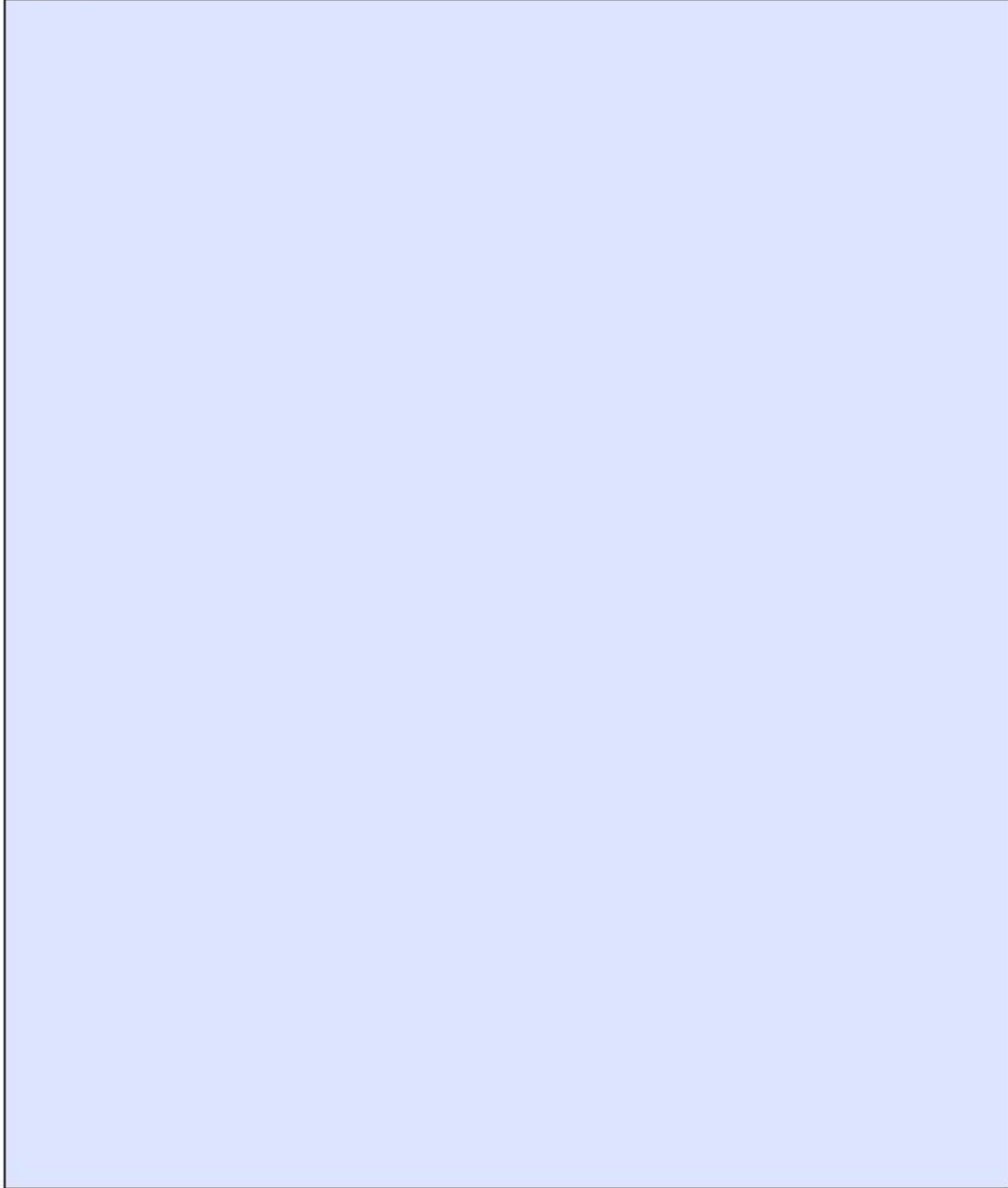
1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the Comprehensive Needs Assessment, and may result in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

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

Does Not Meet Expectations

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

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



4. Coordination and Integration

By checking this box, the school principal certifies that:

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

OR

By checking this box, the school principal certifies that:

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

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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

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



5. Evaluation and Plan Revision

By checking this box, the school principal certifies that:

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

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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

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

