



## Title I Site Plan 2022-2023 School Year (FY23)

<b>School Name</b>	<b>Southeast Middle School</b>
<b>Principal's Name</b>	<b>Rhonda Hart</b>
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### Parent and Community Stakeholder Involvement

**As the school principal, I certify that:**

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, schools 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 a 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)**

**Describe the strategies your school is using to increase family and community involvement.**

Based upon the results of the Needs Assessment, what specific strategies will be utilized to increase family and community involvement, particularly among those who represent the most at-risk students?

Southeast Middle School provides 3 opportunities for parents, students and staff members to give input or feedback to school leadership teams. The primary method is an electronic survey, however we do attempt to provide parents opportunities to attend parent information nights where they can ask questions and exchange information that will improve our student outcomes.

One of our core values is to provide a high level of family and parent engagement experience. We believe that family engagement in the digital age requires flexibility and innovation. Therefore we seek solutions that enable us to engage with parents on a daily basis to keep them informed about school activities and being involved with the academic progress of their students. Our parents have two-way communication with classroom teachers each day

How will parents and community stakeholders be involved in the development, monitoring and implementation of the Title I School-wide plan and how will they be advised of school decisions regarding the Title I program?

Parents and community stakeholders are involved in the development, monitoring and implementation of the Title I School wide plan through participation in parent meetings, annual surveys, and staff meetings. As plans are made and implemented the events/activities are shared with stakeholders.

How was the Title I School-wide Plan, as well as all communication regarding its development, evaluation, and revision processes made available in languages and formats accessible for every family and community stakeholder of the school?

Our primary languages are English and Spanish. We have a few families that speak in Bernese. All notices, notes and updates are sent in English and Spanish in print or translation as appropriate. Title I plans and activities will also be communicated on our school website.

How was the school vision and mission for student success collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students?

The school vision and mission is an extension of the OKCPS Vision and mission for student success. Our vision and mission focuses on providing equitable access to world class education, helping students become future-ready and globally focused. Our efforts are highly focused on preparing students for college and career readiness, particularly in STEM careers. Students, staff and parents had input into the development of the specifics, but most of our vision and mission reflects the direction of the school district's strategic plan.

## Comprehensive Needs Assessment

**As the school principal, I certify that:**

- the Title I School-wide 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)**

**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, and examination of student, teacher, school and community strengths and needs, and a summary of the priorities that will be addressed in the Title I School-wide Plan.**

Identify data sources used including Performance, Perception, and Demographic data from a variety of sources and provide detailed analysis including student subgroups.

Title I Parent Survey  
Title I Student Survey

Title I Staff Survey  
21-22 District Benchmark Assessments  
21-22 Lexile, Quantile and OSTP Scores  
8th Grade Data in Science, Math, ELA, Pre-ACT and STEM

Identify areas of strength and areas of need for students, teachers, and the school community.

Areas of strength include services for English Language Learners, Science and ELA, However, there is a continued need to increase opportunities for teachers to improve pedagogical skill and student learning opportunities that will ensure increasing academic rigor, managing student resources, and developing successful academic habits.

Identify the priorities for the school which are aligned with the needs identified in the Needs Assessment.

Strategy 1: Southeast Middle School will continue to incorporate and support Professional Learning Communities with professional development and coaching services designed to achieve High Reliability Schools Certification /Accreditation with Marzano Learning Sciences and Solution Tree. This also includes, professional book study about standards based Instruction, PLC, and Marzano Instructional Framework, as well as attending the High Reliability Schools Summit for teachers and administrators in January 2023 in San Antonio, Tx.

Budget Alignment: (2213/860) (2213/359) (2213/582) (2213/649)

Strategy 2: Southeast Middle School will continue AVID in all academic content areas. Title I resources will be used for AVID Program Fees/ Materials/Binders/Organizers/Professional Development required for AVID Electives, AVID Summer Bridge (including transportation), AVID Excel, and AVID Schoolwide Pathway. AVID Elective classes will be offered for 6th-8th grade students to further develop their preparation for college readiness and student achievement. Budget Alignment: (1000/320) (1000/641) (1000/100) (1000/200)

Strategy 3 : Southeast Middle School will provide opportunities for students to complete coursework and engage in extended-day/summer STEM programs(Including transportation), including SEMS STEM Academy (Afterschool) which will include, Forensic Science, PLTW Launch, Flight and Space and Competitive Robotics. Title I Resources will be coordinated with CTE and General fund resources to provide full support of the programs including. paper, toner & Ink , technology accessories/replacements, such as earphones, chargers, calculators, newline replacement accessories /materials, nonfiction reading & reference materials for the media/library , professional development registration/stipends, competitive robotics registration fees, teacher- stipends, and support personnel (Bi-lingual Assistant/Clerk, 1 Administrator) Budget Alignment: (1000/100) (1000/200) (1000/100-700) (2410/100) (2410/200) (2220/600)

Strategy 4: Southeast Middle School will staff positions specifically to increase professional growth for teachers including 1 Instructional Coaches, Lead Teachers, Lead Mentor Teacher, AVID Coordinator. Staffing positions and stipends will be funded by multiple funding sources including Title I, CTE, and General Fund positions.

Budget Alignment: (2213/100) (2213/200)

Strategy 5: Southeast Middle School will provide ongoing professional learning support, curriculum materials and supplies to ensure implementation of the Next Generation Science Standards (adopted by OSDE), including Open SciEd and PLTW curriculum materials, professional development registration/stipends.

Budget Alignment: (1000/619) (2213/641) (2213/860)

Strategy 6: Southeast Middle School will provide ongoing professional learning in math instruction, curriculum materials, manipulatives, technology, and student intervention for math (illustrative Math) tutoring, Math Conferences (NCTM, ASCD etc)

Budget Alignment: (1000/100) (1000/200) (1000/320) (1000/641) (1000/619)

Strategy 7: Southeast Middle School will provide comprehensive, on-going transition activities for “Aspiring Spartans” in the 3rd and 4th grade from surrounding feeder elementary schools. Activities will include middle school readiness, attendance, academic enrichment, and parent-engagement opportunities.

Budget Alignment: (2194/530) (2194/619)

Strategy 8: Family Connections is one of the four foundations of AVID Excel for Language acceleration and college readiness is most successful when both scholars and their families are included in the process. These modules and resources provide the support necessary to host up to five Family Connection sessions addressing Goal Setting, attendance, Note-taking, using community resources, using the library, and career explorations. Family STEM/Career Nights will provide families and students with opportunities to experience and explore STEM activities.

Title I funds will also be used for paper, toner & Ink used in these activities.

Budget Alignment: 2194/530) (2194/619)

What evidence will show that the school’s Title I School-wide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk?

Improved participation in academic programs in STEM

Improved student achievement as evidenced through growth in Student Lexile and Quantile Levels

Increased number of 8th grade students successfully completing 8th grade Algebra I

Increased number of students with basic, proficiency, and advanced scores in ELA, MATH and Science OSTP scores in spring of 2022.

## School-wide Plan Strategies

**As the school principal, I certify that the Title I School-wide 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 instructional 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)**.

**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.**

What evidence-based interventions, strategies and activities will be used to provide an enriched and accelerated curriculum for all students that will result in significant improvements in student learning?

AVID Strategies in every classroom (Writing, Inquiry, Organization, Collaboration, Reading.) In-school support with Academic Success ( 3 sections)  
 GATE Program for qualifying students  
 Honors Course in Reading, Math and Science  
 Strategic services and monitoring of ELD Students via AVID Excel  
 Open SciEd implementation in all Science classrooms  
 Job-Embedded Instructional coaching

Identify clear criteria for student participation in a tiered model of intervention services that will address and prevent behavior problems and develop and improved school culture.

Students who are exhibiting academic or behavioral need for level requiring tier 2 support will be serviced with a Student Success Committee. This committee is designed to work with the student, parent and staff members to develop and implement supports designed to change behavior and improve outcomes for the student.

## Site Professional Development Plan

**Each site should complete a Professional Development Plan for the school year based on areas of need identified in the Title I Comprehensive Needs Assessment. This Plan should be comprehensive in nature and include all Professional Development funding sources provided to the school.**

**Funding Source:** Identify what funding source will pay for the PD activity.

**Date:** Date or date range that the PD activity will take place.

**PD Activity/Description:** Include the name of the activity along with information such as target audience, registration fees, training products purchased, trainer fees, stipends, etc.

**Number of Staff Trained:** Include all staff members that will participate in the PD activity.

**Total Costs:** Provide a total of the funds used to pay for the PD activity.

Funding Source	Date(s) of PD Activity	PD Activity/Description	Number of Staff Trained	Budgeted Cost
General	August 2022	AVID XP/AVID Excel	7	TBD



services are funded and provided from the District level.

Southeast Middle School has been awarded the CTE-Carl Perkins Innovation - Innovation in Career Exploration Grant to provide services, curriculum and materials for student development in STEM Education.

**Describe how all funding sources are utilized to support the Title I School-wide Program.**

Southeast Middle School receives Title I funds directly, but also provides services to students that are funded by other federal programs such as Special Education and Bilingual/ESL Education. Services provided ensure that students needing remediation or educational support have access to services. These services are funded and provided from the District level.

## Evaluation and Plan Revision

**As the school principal, I certify that:**

- The Title I School-wide 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)**

**Describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I School-wide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the Title I School-wide 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 School-wide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I School-wide Program.**

**How will the school leadership include all stakeholders to regularly monitor high quality implementation of the Title I School-wide Plan based on short and long-term goals for student outcomes?**

Parents and community stakeholders are involved in the development, monitoring and implementation of the Title I School wide plan through participation in parent meetings, annual surveys, and staff meetings. As plans are made and implemented the events/activities are shared with stakeholders.

**What processes will be used to monitor effectiveness of the Title I School-wide Plan and revise as necessary to increase student learning?**

Parents and community stakeholders are involved in the development, monitoring and implementation of the Title I School wide plan through participation in parent meetings, annual surveys, and staff meetings. As plans are made and implemented the events/activities are shared with stakeholders. Revisions will be considered and implemented when existing data indicates a need for change in direction or approach.

