



Title I Schoolwide Plan

School Info

Elementary School Quail
Creek 368

Principal's Name: Stephanie

Principals Email: sgspears@okcps.org

School Phone

(405) 587-6500

Last Review Date

5/31/2023

Each of the six sections of the plan are 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."
- The third part is a text box where narrative answers are to be entered.

I. Parent and Community Stakeholder Involvement

As the school principal I certify that:

Yes

- 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)**

RUBRIC

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.

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?

Narrative

In order to increase family and community involvement, Quail Creek Elementary will conduct an annual needs assessment each spring. A Needs Assessment Survey will be digitally distributed (with options for translation into multiple languages) to all stakeholders, including representatives from all demographic and at-risk sub-groups. The data collected from this survey will be analyzed, along with data from many other sources, to develop, evaluate, revise, and monitor the School Wide Plan. Parent representatives will also be active members of the Title I SchoolWide Planning Team and other school wide committees, such as the site School Planning Team, Safe & Healthy School Committees, and the Attendance Committee will make visits to home and apartment complex to make sure all families are involved.

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

Narrative

Before school starts, Quail Creek Elementary will host a Back to School Night for families as a way for families and staff to "Meet and Greet" and build rapport. This event also will also serve as the Title I Annual Meeting, in which parents will hear an overview of the Title I program at Quail Creek Elementary and about their Parent's Rights through a visual presentation, handouts, the school's goals and plan for improvement, how the Title I Leadership has elected to allocate funds to improve the overall effectiveness of the school program, and a question and answer opportunity. We will use our online Crusaders Newsletter to follow up with the night and provide information digitally. During this meeting, parents of all demographic subgroups and parents of the most at-risk students will be encouraged to sign up to serve on the Title I Leadership Team and the OKCPS District Parent Advisory Committee (DPAC). Quail Creek Elementary also will hold Title I sponsored parent/family meetings such as Family Math, Literacy, and STEM Parent Meetings with

education reading and math materials for families to support instruction at home. We will also provide children’s literature books to each child. To encourage parents and families to attend these meetings and events, we will: • schedule meetings in conjunction with student performances • distribute instructional materials to support learning at home • share informational materials and handouts • provide opportunities for parents and students to engage in fun and meaningful activities with school staff • special activities connected to parent teacher conferences about student progress

How was the Title I Schoolwide 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?

Narrative

Quail Creek Elementary will support two-way communication between school and home through hard copy and digital communications. Title I Handbooks/Planners and school websites will provide parents access to important resources (including Title I required documents) in a variety of languages and will keep parents informed of site and district events and opportunities. Quail Creek Elementary also communicates with families through social media/newsletters. If funds allow, Quail Creek Elementary would like to hire a parent coordinator to act as liaison between families and school staff and to help support the needs of families of the most at-risk subgroups on the OSTP (Economically Disadvantaged, IEP students, Hispanic/Latino students, and Black/African American students). Quail Creek Elementary will hold a Summer Slide/Transition Parent Meeting to provide summer reading materials for families of the most at risk students. Childcare will be provided during Parent/Teacher Conferences to provide parents and teachers an opportunity to discuss strengths and weaknesses and to collaborate on how best to address needs.

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?

Narrative

Quail Creek Elementary school vision and mission for student success are based on the beliefs and values of the school community. Quail Creek Elementary will invite parents and community members to join staff at the beginning of the academic year to revise our vision/mission statements and to come together as a learning community. Quail Creek Elementary current vision for student success: Preparing life-long learners and career bound citizens. Quail Creek Elementary current mission for student success: Every Learner, Every Day, Giving 100% The Crusader Way!

Section I Notes

Yes

Section Notes

Please let me know if you had this returned to you by Ross.

II. Comprehensive Needs Assessment

As the school principal, I certify that:

Yes

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

RUBRIC

Meets Expectation

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

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.

Narrative

Quail Creek Elementary is a Pre-K -4 building of approximately 519 students located in the northern portion of Oklahoma City, Oklahoma. OKCPS is a multi-cultural district serving approximately 45,000 students. Our students are educated throughout 33 neighborhood elementary schools, 13 middle schools, 9 high schools, 2 alternative schools and 9 charter schools located within 135.5 square miles in the center of Oklahoma. Demographically, the city of Oklahoma City is challenged economically with many families living below the poverty index. Over eighty-eight percent of the student population in the Oklahoma City district qualifies for free and reduced priced lunch. Ethnically the district is approximately 2% Asian, 3% Native American, 14% Caucasian, 22% African American, and 54% Hispanic individuals. Quail Creek Elementary has a diverse/homogenous population having more than 100 percent of our students qualify for free and reduced lunch, 20 percent in special education and 76 percent minority with an increasing number of newcomer population. The number of E3 students enrolled decreased. Quail Creek Demographic data by Gender: Female: 238/45.9%, Male 281/54.1% = 519 Total Enrollment for 21-22 FY.

Quail Creek Elementary will conduct data analysis throughout the year using a variety of data sources and formats. The Leadership Team will review performance data (OSTP assessment data, iStation Reading and Math data, OSDE report card data). Through ESSER funds we hired two student data assistants to help support student achievement through individualized goals and instructional strategies. Non-performance student data (student attendance, demographics), process data about the school's system (OSDE report card data), and perception data (Needs Assessment Survey data responses from staff/parents/community members, Nine Essential Elements Survey data from staff, that will be gathered

from several sources and across multiple years.

The Leadership Team analyzed performance and non-performance data for the following subgroups to identify the strengths and weaknesses: · Students on IEPs consistently perform better in math than in ELA on the OSTP, though both are weaknesses. Before/after school tutoring will be put in place to address math and reading weaknesses. Before/after school stipend will be paid for administrators and staff. Economically Disadvantaged performed better on the OSTP in ELA than in math; math foundational skills and number sense are weaknesses. Before school tutoring will be put in place to address math and reading weaknesses. · English Learners: According to the OSDE school report card, most EL students are consistently hitting their ELP growth targets; EL students score below their non-EL counterparts in Academic Achievement. · Before school tutoring IXL Reading & Math , Reading Horizon, Hagerty with fidelity. IXL's Diagnostic creates a personalized action plan for each student. With these recommended skills, you have a simple way to close learning gaps and facilitate meaningful progress. Major Racial/Ethnic Groups: the qualifying subgroups at Quail Creek Elementary (Black, Hispanic, and white) perform at approximately the same level, all showing weaknesses in both ELA and Math; white students tend to marginally outperform other racial subgroups in most areas. · After school tutoring will be put in place to address math and reading weaknesses.

Identify areas of strength and areas of need for students, teachers, and the school community. It might help to perform a SWOT analysis. What is indicated by the school's data sources?

Narrative

The Leadership Team (comprise of staff and parent representatives from all sub-groups) has identified the following areas of strength and/or growth at Quail Creek Elementary: · Students: attendance rates (traditional & e3) will increase from 95% to 98% due to implementation of attendance strategies (attendance committee was formed to help increase student attendance) . Teachers: a staff book study/consultant in the first semester will help teachers identify and respond to behaviors associated with trauma. Targeted Professional development in areas of identified weakness (Math Number Sense and ELA Reading and Writing) · School: collaboration between teachers and other staff members will continue weekly throughout the school year. · Parents: school /home communication has improved through the timely use of planners/flyers; Stem night will help with bringing staff, students, and families together in very positive ways; attendance at parent meetings increased when the site provided families with distributed instructional materials for families to support learning at home (this was a priority goal in the previous year); based upon feedback, family/community involvement and communication between school and family has improved (this was a priority goal in the previous year).

The Leadership Team identified the following areas of needs/weaknesses at Quail Creek Elementary:

1. Students: chronically absent students; some students display disruptive behavior that affects instruction (reference: attendancethatworks.com)
2. School: reading and writing process continues to be an area of weakness; numbers and operations is a weakness. Scores will increase in both areas by 3% on the NWEA test from beginning of year to end of FY 23-24.
3. Parents: Parent involvement through social media and weekly newsletter will continue to be a tool used to reach all parents; lack of transportation for some parents, limits parental involvement. Parent involvement will increase by 5% from beginning of FY23 to end of year FY24 using parent sign in sheets or Google Meet Attendance. Quail Creek students need to continue to build foundational reading and math skills. Teachers need to continue to build collective knowledge on standards alignment, success criteria, assessment and differentiated instruction.

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

Narrative

The Leadership Team has identified the following priority needs based upon the results of the Nine Essential Elements Survey: 5.1 Families and communities are active partners. A variety of communication tools (Facebook, Blackboard, Crusaders Newsletter, QCE Twitter) will be utilized to make sure families are

informed and connected. 6.6 Professional development is aligned to analysis of test data. PD focused on Number Sense (Math), Reading and Writing (ELA) for FY 23, and Student Social/Emotional Behavior. Constant data analysis to determine areas of weakness to drive Professional Development during PLCs.

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?

Narrative

The following short and long term goals have been established:

- increase parent involvement
- decrease chronic absenteeism
- increase the number of opportunities that students have to write
- increase the number of students meeting goals and exiting the EL program evidenced through WIDA performance
- increase the amount of time students are spending in small groups with adults instructing
- Improve student improvement on summative assessments in Math and Reading
- Increase teacher effectiveness evidenced by TLE scores
- Increase the number of students receiving enrichment/tutoring opportunities
- Increased number of teachers who are participating in WePD (professional development delivered by in-house professionals) opportunities

Section II Notes

No

III. Schoolwide Plan Strategies

As the school principal, I certify that:

Yes

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)**.

RUBRIC

Meets Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and address the outcomes of the comprehensive needs assessment in a way that will result in

significant improvements in student learning.

3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

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?

Narrative

Quail Creek Elementary will provide opportunities for all children, including the lowest performing subgroups of students (Eco Dis, EL, IEP, AA) to meet challenging State academic standards. The following supports and strategies help to provide a rich learning environment, allow for early intervention services, and prevent behavior problems.

Quail Creek Elementary will target students who are underperforming and provide enrichment opportunities through extended day tutoring in order to accelerate learning. Student supplies will be purchased in order to support enrichment opportunities. Stipends will be paid to grow teachers in their ability to provide enrichment to struggling students.

Stipends will be paid to the Leadership team for additional training and PLC facilitation.

Stipends will be paid to district ELA, math, Mastery Connect, Lead Mentor, Science, Social Studies, and 0-3 Mentors to attend and train staff. They will attend and conduct meetings, disseminate information, and mentor new teachers.

Stipends will be paid to administrators to facilitate WePD.

ProActive Ed (Ahead of the Class) will provide professional development in the areas of standards deconstruction, assessment building, PLC systems, MTSS systems, and instructional practices.

Instructional Coach provides Professional Development to teachers and staff.

A Paraprofessional will assist teachers and provide support to all students.

Teachers and ICoach will be training teachers on implementation of the Reading Horizons Guided

Practices, Standard Based Instruction, and Progress Monitoring.

Great Expectations® (GE) is a professional development program that provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere, elements that are basic for inspiring students to pursue academic excellence. With a focus on the human quality of teaching and learning, GE provides renewal and inspiration for teachers who may have lost their way and forgotten why they became teachers in the beginning.

Imagine Learning empowers educators to inspire breakthrough moments in every student's unique learning journey with digital-first, K–12 education solutions.

Elevate 2024 Conference- (Registration) Supporting and uplifting early childhood and elementary educators in their quest to improve instruction for the students they serve.

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

Narrative

Tier 1: All students will receive daily instruction on grade level and above content, presented in multiple formats in order to address a variety of learning styles. Quail Creek Elementary has a high percentage of economically disadvantaged students, so Tier 1 instruction will include supports through:

- First instruction that is on grade level or above
- CAI instructional programs that can be used at home and school
- Integration of reading across all content areas
- Daily writing opportunities across all content areas
- Established success criteria so that students and teachers understand the learning progression
- Formative assessments that guide instructional decisions in order for students to be successful on grade level content
- Instructional strategies that support engagement, collaboration, and critical thinking opportunities
- Instructional Coach will support teachers in planning and delivering effective Tier I instruction
- All students will receive /Reading Horizons/Heggerty phonological awareness curriculum

Tier 2

- small group instruction that is differentiated, scaffolded, and supported by adults
- targeted activities that reinforce and develop foundational skills (table legs)
- Remedial Specialist – RS will push in to classrooms to deliver scaffolded supports for grade level content
- Instructional Coach will assist teachers in planning and delivering effective Tier II instruction

Tier 3

- focus on skill deficits
- focus on students and skills that are 2 grade levels below
- additional time outside of but not instead of grade level
- Remedial specialist – the RS will serve students during the intervention block in a pull out model and deliver additional Reading Horizons/Heggerty Bridge the Gap curriculum to serve students who are performing 2 or more grade levels below
- Instructional Coach will assist teachers in planning and delivering effective Tier III instruction

When assessment or observational data indicate that a student is further than 2 grade levels below then additional intervention time is needed. These targeted interventions will focus on skill deficits.

MTSS Tiered support

Tier 1

- Weekly counselor session using Second Step Curriculum
- PBIS – school wide matrix, explicit instruction on expectations/procedures-Mascot Junction Classroom Kit Supplies

Kit Supplies

- Acknowledgement system

- SDQ

Tier 2

- Mentors
- Small group sessions
- Progress monitoring
- Monthly MTSS meetings

Tier 3

- All of the above services including the "BISS Program" Provided through North Care
- Outside counseling services

In all tiers, Quail Creek will utilize academic and behavior data to determine the length and level of student participation in the tiered supports. Quail Creek Elementary will provide opportunities for all children, including the lowest performing sub groups to meet the challenging State academic standards. The following supports and strategies help to provide a rich learning environment, to allow for early intervention, and to prevent behavior problems.

The 90-Day Plan

The 90-Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The 90-day plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's initiatives.

The Needs Assessment informs both the Schoolwide Plan and the 90-Day Plan but all 3 components should be aligned. Effective Schoolwide planning involves goal-setting and regular evaluation of stated objectives and activities.

Goals and Focus Areas are sourced from the [OKCPS Strategic Plan](#).

A guide for Action Plan design criteria may be found [HERE](#).

A 90-Day Plan template is located [HERE](#). Please make a copy and share the URL below.

90-Day Plan URL

<https://docs.google.com/document/d/1d7L7txRB6bOFzHytU0GO3joMJawFMxhKmN-0KjI3kZw/edit>

Section III Notes

No

IV. Coordination and Integration

As the school principal, I certify that:

Yes

If appropriate and applicable, the schoolwide plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided. [ESSA, Section 1114b(5)]

RUBRIC

Meets Expectations

1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.

2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.

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 School-wide Program.

Identify all funding sources for the school and describe how these resources are leveraged (e.g., fiscal, human, time) to improve student outcomes.

Narrative

Federal, State and Local Educational Funds supporting Quail Creek Elementary include:

Title I: supports the instruction of reading and math

Title II: supports professional learning for all staff members

Title III: supports LEP, Limited English Proficient students and immigrant youth

National School Lunch Program: provides nutritionally balanced low cost or free lunches and breakfasts to all students

Title VI: Johnson- O'Malley

Title IX: McKinney-Vento

IDEA Special Education: provides for teachers and paraprofessionals for co-teaching, inclusion, resource, and self-contained services to students who have exceptional learning needs. The Special Education staff at Quail Creek Elementary is committed to collaborative practices in the general education classrooms.

The speech pathologist works with classroom teachers to provide speech and language services. The school psychologist works closely with the SPED coordinator and administration to discuss next steps and progress monitoring procedures for those students who do not make progress. The use of Multi-Tiered Systems of Support, coordinated by the psychologist, helps teachers diagnose and prescribe interventions.

STATE: General and state categorical aid and competitive grants such as eRate and RSA

LOCAL FUNDS: Supports the general operations that includes: local tax levy, OKCPS foundation, state funds, district funds, and donations.

Quail Creek Elementary leverages fiscal and human resources to improve student outcomes. Quail Creek coordinates local, state, and federal funding sources to address school needs. Quail Creek Elementary braids funds from federal programs.

Quail Creek Elementary leverages funding streams to connect the reform strategies. Because student inclusion in subgroups overlap, fiscal/human/time resources from one funding source directly impact students in other subgroups and upgrade the entire schoolwide program and implementation for reform strategies.

All funding sources are integrated to improve instructional effectiveness and to ensure the progress of all students particularly our largest sub group – Economically Disadvantaged. Funds are layered to ensure adequate instructional staff, materials, professional development, and parental involvement supports.

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

Narrative

Title I, IDEA, and local funds are coordinated to address the needs all learners through instructional staffing, instructional and assessment materials, and home/school collaboration.

Title I, Title VI, Johnson-OMalley, title IX and McKinney-Vento funds are braided together with state and district funds to address the academic, socio-emotional, and cultural needs of specific demographic,

racial/ethnic, and situational subgroups. These funds are used to hire instructional staff and provide resources and supports for identified subgroups.

Section IV

Notes

No

V. 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?

Narrative

Quail Creek Elementary Title I Schoolwide Planning Team (including staff, families, and community members) will meet regularly to review and revise the Title I plan. The team will monitor and adjust implementation of the Title I Schoolwide Plan based on short and long term goals for student outcomes, as well as performing data measures to evaluate high quality implementation. Quail Creek Elementary will conduct an annual comprehensive needs assessment each spring and use the data to evaluate and drive decisions.

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

Narrative

Multiple types of data will be compiled throughout the year and summarized during the annual needs assessment:

1. Long term goals will be established during the May Leadership Team meetings and progress will be monitored using performance and perception data
2. Short term goals will be established during the May leadership Team meetings then evaluated and revised after each quarterly assessment
3. Data from these academic assessments, along with stakeholder perception data and trend academic/demographic/ attendance will be collected and reviewed throughout the year. This data will support the leadership team as they: evaluate implementation and success of the current team, determine what needs have emerged and what changes are needed, and revise the leadership team in order to have continuous student improvement, especially for subgroups that are furthest from meeting academic goals.

Section V Notes

No

VI. 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.

Untitled

Funding Source	Date(s) of Activity	PD Activity/Description	# Staff Trained	Budgeted Amt.
Title 1	August - May	Proactive Ed/Ahead of the Class	52	48,600.00
Title 1	August & September	IXL Online Reading & Math Program & Imagine Learning	52	5,500.00
Title 1	August - May	Great Expectation	52	3,000.00

Narrative

Site Professional Development with evidence-based interventions, strategies and activities will be used to provide an enriched accelerated curriculum and behavior interventions for all students that will result in significant improvements in student learning and behavior.

Section VI Notes

No

Plan Submission Stephanie

Submission of this plan indicates the following:

- I, Stephanie, the principal, have convened a site-level team to develop and review the plan and this document is the result of this team's work;
- This plan is aligned with the needs expressed by an examination of your school's data and a creation of a needs assessment document;
- Submission of this plan represents a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitor progress.

- I confirm that this plan is a living document and that adjustments will likely be needed based on ongoing data review, periodic in-depth analysis, and reflection.
- This plan is now ready to be reviewed by my supervisor and other district administrators;
- This plan is ready to be submitted to the Oklahoma State Department of Education.

Principal's Signature

Stephanie Spears

**Initial
Submission
Date**
6/15/2023

ILD Review Shaun Ross

I, Shaun Ross, the Instructional Leadership Director, have reviewed this plan, agree to support the implementation and frequent review of the plan, and ensure this plan becomes and remains a living document.

ILD's Signature

Shaun Ross

**ILD Approval
Date**
7/28/2023

Return to Principal

Yes

Notes to Principal

Please let me know if this comes back as a pdf.

Federal Programs Review Dee Cox

**Federal Program's
Signature**

Dee Cox

**Final Approval
Date**
9/11/2023

Return to Principal

Yes

Notes to Principal

Completed crosswalk with Principal Spears to revise and complete alignment to the budget on 9/11/2023.

Review Cycle. To be completed at the end of each 9 weeks with ILD.

**First 9
Weeks**
No

**Second 9
Weeks**
No

**Budget
Review**
No

**Third 9
Weeks**
No

Final
No

Review Notes
No