



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2021_-2022

DATE LAST REVIEWED
Date: 07/23/2021

DISTRICT INFORMATION	
District Name:	Pawnee Public Schools
County/District Code:	59/1001
Superintendent Name:	Stacy Womack
Telephone:	918-762-3676
Email address:	stacy.womack@pawnee.k12.ok.us

SCHOOL INFORMATION	
School Name:	Pawnee Elementary School
School Site Code:	105
Principal Name:	Tracy Burnett
Telephone:	918-762-3618
Email address:	Tracy.burnett@pawnee.k12.ok.us
School Poverty Rate	87.6%

INSTRUCTIONS
<p>Each of the five sections of the plan is composed of three parts.</p> <ul style="list-style-type: none">• The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met.• The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under “Meets Expectations.” Corresponding points under the headings “Developing” and “Does Not Meet Expectations” are provided for the sake of clarity.• The third part is a text box where narrative answers are to be entered. There is no word or character limit.



1. Parent and Community Stakeholder Involvement
<p><input checked="" type="checkbox"/> By checking this box, the school principal certifies that:</p> <ul style="list-style-type: none">the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESSA, Section 1114(b)(2)]the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA, Section 1114(b)(4)]the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]
Meets Expectations
<ol style="list-style-type: none">Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.
Developing
<ol style="list-style-type: none">Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I schoolwide plan.The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.The Title I schoolwide plan is available in multiple languages and formats.
Does Not Meet Expectations
<ol style="list-style-type: none">Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan.The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.The Title I schoolwide plan is posted in English on the school's website.

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

Pawnee Elementary School strives to successfully promote parent involvement, promote a broad sense of community, and build relationships of mutual trust between families and school staff. We will:

1. Build a welcoming environment for students and parents.
2. Build trust with the parent community
3. Hold meeting in comfortable, positive settings.
4. Invite involved parents to examine ways to engage other parents.
5. Increase access to teachers at different times during the weeks to address logistical barriers
6. Communicate in multiple ways that minimize technical obstacles.
7. Accept responsibility for initiating positive interactions with parents.
8. Make opportunities for parents to ask questions and share their opinions.
9. Inform families of the role they play in their child's educational process.
10. Provide parents with educational information in a variety of in-person and digital formats

Opportunities for parent involvement:

1. All parents, students, and teachers sign the Title I Parent-Teacher Compact each year. The policy is distributed to parents as part of the enrollment form and must be signed annually.
2. Parents are given information at the annual Parent's night in August .
3. Parents are given information at the Title I Annual Parent Information Meeting. The purpose of the annual Title I parent meeting is to share the school-wide plan, review the school parent involvement policy, and explain the Title I program and how parents can be involved to help their child be successful.
4. Teachers and principal will communicate times and methods of communications.
5. Parent Teacher Conferences (Offered in person or selected electronic methods at parent convenience)
6. Book Fair: Parent/Student Activities
7. Weekly newsletters
8. Gradebook program: Opportunity for parents to monitor student progress
9. District Daily text alerts.

Stakeholders:

Stacy Womack, Superintendent
 Cheryl Ryan, Federal Programs
 Tracy Burnett, Principal
 Gail Gazin, Title I Resource Teacher
 Teacher Kellie Ehler, PreK Teacher
 Susan Keeler: PreK Teacher
 Susie McAlister, Kindergarten Teacher
 Sheyenne Roberts, 2nd Grade Teacher
 Cheryl Coffey, 3rd Grade Teacher
 Taralynn Webb, 4th Grade Teacher
 Illiahana Vetter, Title VI Tutor/Native American
 Ida Schuermann, Parent/Native American
 Debbie Adams, Grandparent
 Amanda Bales, Parnet

Parent Mission Statement: We, at Pawnee Elementary School, believe that all children can learn. Believing this, we provide a safe environment which enhances pride and learning. We set high standards, and we encourage students to reach their highest potential.

2. Comprehensive Needs Assessment

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

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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

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

Pawnee Public Schools reviews that Schoolwide Title I program annually and makes adjustments based on data and input from the following sources:

Student Achievement Data: OK Standardized testing, STAR Reading, STAR Math, Teacher-made tests, Report Cards, 3rd Grade screening results, and student improvement results from software monitoring programs such as MobyMax and Study Island.

Perception Data: Observations, staff survey

Demographic Data: Attendance, At-Risk, SPED, Ethnicity.

Teachers collaborate on a regular basis to analyze data and to align the curriculum, to ensure that all standards are being addressed. The team organizes all the available data and identifies strengths and weaknesses. The district is also beginning early release dates for collaborating and curriculum coordination. This information is used to drive the curriculum.

Strengths: Reading and math scores have been improving.

Weaknesses: Even though the reading and math scores were on an upward trend, the onset of COVID, will in all likelihood, cause a regression in scores.

Pawnee Elementary will implement the following goals:

1. Increase student achievement and close achievement gaps in all core content areas.
2. Increase the number of students scoring at the proficient level or above level on the state mandated tests.
3. Show improvement and demonstrate growth in all academic core subjects.
4. Use variety of software to assist teachers in progress monitoring (MobyMax, Study Island) to pinpoint gaps in student achievement.

Results:

Attendance: Concentrated effort to increase attendance. With the uncertainty of in-person instruction, this issue become even more critical.

At-Risk: Concentrated effort to meet the needs of At-Risk students and to involve families to ensure that student education continues in the event of a school-wide shut down.

SPED: Regular classroom teachers and SPED teachers will collaborate to ensure that SPED students receive the services needed, regardless of whether we are providing in-class or online instruction.

ETHNICITY: Approximately 40% of Pawnee Students are Native Americans. The school district and the Pawnee Nation work closely to meet the needs of the students. After-school tutoring is provided daily and in the event of a shut-down, Pawnee Nation will collaborate with the teachers to provide additional online tutoring, etc.



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3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

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

Meets Expectations

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



Developing

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

Does Not Meet Expectations

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

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

Pawnee Elementary uses Literacy First. The following components are addressed through this program: Phonics, Comprehension, Vocabulary, Fluency, and Phonological Awareness. This is a data-driven, instructional framework based on the five essential components for reading instruction that serve as the basis for building leader and instructor capacity, drive academic achievement, create sustainability by modeling best instructional practices and give teachers strategies and tools for successful instruction. In addition, other supplemental programs, including Heggerty Phonics and Barton Reading, Edmentum, Odyssey Ware, Study Island, MobyMax, etc. are used to provide additional instruction and learning opportunities for personalized assessment, instruction, and practice.

The plan for sustaining the strategies and initiatives include:

1. Leadership is committed to the issues. is knowledgeable, and innovative.
2. Data needs are analyzed and researched.
3. Alliances with the tribe and other business owners is maintained.
4. Focus on sustainable strategies for education improvement are implemented through policy change, monitoring, and accountability.
5. Communication to attract public interest and generate support.
6. Persistence and commitment to the long haul in order to provide the very best education for all students.
7. Dedicated intervention teacher to assist students who may need short periods of intervention to gain skills/knowledge.

Additional Learning Opportunities:

1. After-School tutoring
2. Pawnee Nation after school program
3. Summer Reading Program
4. Summer 1st Grade Readiness Program
5. Paraprofessional available to support the program
6. 100% Highly qualified teachers
7. 100% Highly qualified para-professionals

The school schedules a minimum of 90 minutes daily for both literacy instruction and math.

Professional Development:

Pawnee Public Schools offer ongoing professional development that supports the administration, teachers, and paraprofessionals to serve children and their needs. All certified staff participate in high quality professional development based on proven effective strategies. Professional development opportunities are focused on meeting state standards and acquiring teaching strategies to support the schoolwide plan. Professional development meets the goals of the plan with proven strategies to benefit students. Elementary teachers attend professional development activities that provide reading strategies to strengthen the core reading program and support the schoolwide plan. Additional planning meeting to review programs, methods, and progress will occur monthly.



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4. Coordination and Integration
<input checked="" type="checkbox"/> By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided. [ESSA, Section 1114b(5)] or <input type="checkbox"/> By checking this box, the school principal certifies that, if State, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESSA, Section 1114b(7)(B)]
Meets Expectations
<ol style="list-style-type: none">1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.2. Leverages funding streams to connect the reform strategies developed.3. Outlines how the school will meet the intents and purposes of each funding source.4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.
Developing
<ol style="list-style-type: none">1. Identifies limited resources to improve student outcomes.2. Funding streams support some, but not all reform strategies.3. Outlines how the school will meet the intent and purpose of some funding sources.4. Limited description of how funds will be used to meet the intent and purpose of the programs.
Does Not Meet Expectations
<ol style="list-style-type: none">1. The identified resources are insufficient to impact student outcomes.2. Funding streams do not support any of the reform strategies.3. Unclear description of the intent and purpose of the funding sources.4. Unclear description of how funds will be used to meet intent and purpose of the programs.

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

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I Funds	\$344,380.93
Title IIA Funds	\$26,989.50 (transferred to Title I amount)
Title IV Funds	\$17,456.92 (transferred to Title I amount)
Title VI Funds	\$13,373.64
ESSER	\$100,000.00
PTO	\$7,500.00

Pawnee Elementary is a Title I Schoolwide site. Title I funds are used in the schoolwide program to support academic areas that our needs assessment identifies as needing improvement. Funding is provided from multiple sources to upgrade the entire educational program in the school in order to raise the achievement of the lowest-achieving students.

Our Title I schoolwide program sources include:

Title IA Title IIA funds directly transferred to Title IA

Title IVA funds directly transferred to Title IA Title

VRLIS funds are also budgeted toward the Title I Schoolwide Program and will be used for activities that are authorized under Title I, Part A.

Title VI funds are budgeted toward the Title I Schoolwide Program and used for activities that are authorized under Title I, Part A.

ESSER Money will be used to provide students with technology and technology curriculum to be used for the schoolwide program. These expenses are activities authorized under Title I, Part A.

ESSER funds will also be used to provide a dedicated remediation teacher .

The money from each of these programs is integrated and used to support academic achievement in the schoolwide program. The Title I Program will utilize the services of highly qualified paraprofessionals to work under the direction of highly qualified teachers.

The ParaPros will :

1. Be aware of developmentally and age-appropriate reinforcement techniques to facilitate the learning of children with unique learning needs in content areas (reading, writing, and math).
2. Use developmentally and age appropriate strategies, equipment, materials, and techniques.
3. Continually participate in professional development to update knowledge.

The reading resource teacher will work with students deemed most at-risk. The resource teacher and the classroom teacher will collaborate to provide the best services for each student.

The PreK program is funded with Title I funds in order to build a foundation for children. Advantages of a good PreK program include:

1. Key social skills
2. Key math and literacy skills
3. Readiness for the school setting

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5. Evaluation and Plan Revision
<input checked="" type="checkbox"/> By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [ESSA, Section 1114(b)(3)]
Meets Expectations
<ol style="list-style-type: none"> 1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation. 2. The monitoring and revising of the Title I schoolwide plan includes regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning. 3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.
Developing
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> 1. School leadership does not have a regular process to monitor and adjust the Title I schoolwide plan. 2. Some monitoring of the Title I schoolwide plan takes place, but there is not a process to regularly adjust the plan to increase student learning. 3. School leadership reviews student achievement and growth data.

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

Pawnee Public School recognizes the urgency in responding to students who are struggling learners. Student progress is monitored on an on-going basis so that student programs may be revised as needed. Recognizing and providing additional assistance quickly enables students to master content standards and meet student performance standards. Teachers facilitate activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance. Those activities include, but are not limited to:

1. Grade level teams have a comprehensive system in place to identify student weaknesses. Through frequent monitoring, teachers are able to discuss each student. Priority is given to students scoring below benchmarks on formative assessments.
2. Periodic training and assistance for teachers is made available when areas of improvement are identified. Staff development is on-going and focuses on methods and materials to ensure success of all learners.
3. Teacher-parent-student communication will detail what the school will do to help the student, suggestions for how parents can support their students at home, efforts to promote daily student attendance, and academic behavioral interventions.
4. Additional assistance available to the student at the school or in the community include: supplemental reading tutoring during the school day, after-school tutoring at the school and at Pawnee Nation, and referral to outside agencies that assist families in the education of their children.

Pawnee Elementary provides ongoing assessment of student achievement and communication of assessment results to parents through quarterly progress reports and report cards. Teachers also make every effort to be available to parents when it is convenient for them. Parent-teacher conferences are held twice annually and it is the goal to have 100% family participation at these meetings, as this is time staff dedicates to reviewing and explaining student performance on previous State and district assessments as well as ways the school plans to narrow achievement gaps that may exist for a particular child. Parents are offered a variety of times, dates, and conference methods in order to increase involvement.

Pawnee staff communicates directly with parents through email, texts, telephone calls, newsletters, as well as engaging social media and direct messaging apps such as REMIND. Information is sent home to parents regarding upcoming assessments as well as information about school and district activities.

