



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2022-2023

DATE LAST REVIEWED
Date: August 28, 2023

DISTRICT INFORMATION	
District Name:	Union Public Schools
County/District Code:	Tulsa County/009
Superintendent Name:	Dr. Kirt Hartzler
Telephone:	918-357-4321
Email address:	Hartzler.kirt@unionps.org

SCHOOL INFORMATION	
School Name:	George F. Boevers Elementary
School Site Code:	115
Principal Name:	Leedy Smith
Telephone:	918-357-8390
Email address:	smith.leedy@unionps.org
School Poverty Rate	92.6

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.

Boevers Mission Statement: We strive to create a community built on success and responsibility. We will provide a safe place where students can develop through positive interactions with students and teachers. We strive to help students become problem solvers, goal setters and dream achievers.

Boevers is a Community School in the Union Public Schools District. The student demographics reflect a highly diverse student population. The student body is a majority minority with 59% Hispanic, 15% white, and 8% each Asian, Black or African American and Two or More races. Nineteen percent of our students have an Individualized Education Plan and 92.6 % of Boevers students qualify for Free or Reduced Lunch services. The Boevers student population is ethnically diverse.

With a large population of students who are historically under-served, all students will benefit from the strategies and services provided through the Title 1 Schoolwide Plan.

In conjunction with the Union District Strategic Plan, the Boevers community works collaboratively to develop and provide a high-quality education for our students. The site leadership meets quarterly to review academic data, attendance data, school budgets and plan family events. The site leadership team involves staff, parents and members of the community in the decision-making process.

Boevers Site Leadership Team:

Leedy Smith, Boevers Principal
Michelle Naylor, Assistant Principal
Mindi Bisdee, Parent Liaison
Angela Briggs, Instructional Coach
Maria Robledo Parent and Boevers PTA Board Member
Jennifer Beck, Boevers PTA Board Member and Parent
Destini Parsons, Boevers Parent Native American Representative
Clara Carreno, Building Engineer, PTA Parent
Courtney Haas, Pre-K Teacher
Emily Tinker, Kindergarten Teacher
Elizabeth Martinez, 1st Grade Teacher
Maria Sandoval, 2nd Grade Teacher
Ana O'Neal, 3rd Grade Teacher
Sarah Leonard, 4th Grade Teacher
Brittany Herbert, 5th Grade Teacher
Jennette Pierce, Special Services Coordinator, Teacher
Hannah Atkins, Specials Lead Teacher

Strong partnership between the school and home are essential to a quality educational program. Boevers Elementary is dedicated to the philosophy that parent involvement is integral to the success of each student. For this reason, our team actively recruits parents to partner in meaningful ways to ensure student success. To further nurture and extend the connection between home and school, we have designated Title 1 funding to staff a full-time Parent Liaison. Our Parent Liaison works with all families and students to coordinate

after-school enrichment programs and help families break down barriers that may prohibit their child from reaching his/her full potential.

The Boevers Parent Involvement Policy is developed by the Title 1 Leadership Team. Each year the team gathers to review the document and make edits as necessary to meet the needs of the community. Feedback from stakeholders on the leadership committee, as well as parent survey feedback is used to review and revise the Parent Involvement Policy as well as the Title 1 Schoolwide Plan.

A comprehensive needs assessment is conducted annually to identify strengths, weaknesses, and areas of focus for the school. The Boevers Leadership Team has developed multiple strategies to gather feedback from stakeholders and assess the needs of the community. An annual family survey is distributed via text message and through social media platforms at the end of the school year as part of the annual needs assessment. Additionally, in the spring of 2023, the survey was distributed to parents at the Title I meeting. Microsoft Forms Application is used to collect survey data, which can then be exported to Excel for sorting and analysis. The leadership team uses the information to analyze program effectiveness, involvement/participation and to assess ongoing needs of the school community. Additionally, the data informs decision making for the following school year.

With the use of Microsoft Power Point, the Leadership Team reviews the information collected for the Needs Assessment. Data analysis plays an important role in the evaluation and revision process of the Schoolwide Plan. As a team, we disaggregate the data to identify specific trends within content subjects, grade levels and sub-groups of students. The leadership team then works collaboratively to develop specific action steps to address the needs identified by the assessment. All stakeholders of the leadership team have a voice. All action steps must follow the guidelines set forth by ESSA. The team meets again the second semester to review the action steps and evaluate outcomes. Once summative data is made available by the state, the team is able to synthesize the assessment data gathered from district and site-based assessments to determine necessary changes for the following school year to the Title 1 Schoolwide Plan.

All parents have the opportunity to learn more about Title funding and the Boevers Schoolwide plan at the annual Parent Title meeting. At this meeting, parents are able to ask questions and provide feedback. Invitation to the annual meeting is communicated through parent letters, Talking Points, the Boevers “Smore” Digital Newsletter, the digital marquee and Boevers Social Media, and a monthly paper calendar.

All documents provided by the school are available in Spanish, the majority second language of our community. Spanish interpretation services are also provided at all family events including Meet the Teacher, PreK Readiness Camp, Goal Setting Conferences, Family Reading Night and Summer Reading Kick-off. Additionally, Language Line, a language-access tool, is available to provide on-demand interpretation to families in their preferred language as needed. The Boevers Parent Liaison works in partnership with the Boevers PTA to intentionally recruit parental involvement from our diverse community. The Boevers “Smore” digital newsletter is also used to communicate important upcoming dates and information. The Smore platform provides translation in 109 different languages.

Union Public Schools is also working in collaboration with the University of Oklahoma. An annual culture and climate survey is distributed to parents, students, and staff. The University of Oklahoma summarizes the information and shares the data with each school.



The Boevers mission statement was originally developed in 2014. The team developed the statement through a systematic vision development process. Each year, the Title 1 Leadership Team reviews the Boevers Mission Statement, as well as the School, Student, Family Compact and Parent Involvement Policy to determine if updates are necessary.



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.

The highest priority continues to be literacy and math instruction. 60% of Boevers 3rd grade students, 59% of 4th grade students, and 44% of 5th grade students scored Below Basic according to the 2023 OSTP ELA preliminary data. Independent Reading Level assessments indicate that while the majority of students read below grade level benchmarks (59% of 1st grades, 45% of second graders, 69% of third graders, 50% of fourth graders and 28% of fifth graders, the majority are making adequate progress (65% of first graders, 63% of second graders, 46% of third graders, 89% of fourth graders and 77% of fifth graders). Students are growing in their literacy skills. This growth is reflected in Star reading scores as well. End of Year assessments indicate that 74% of kindergarteners, 76% of first graders, 63% of second graders, 52% of third graders, 39% of fourth graders and 23% of fifth grade students are at or above grade level. Every grade made significant changes from BOY assessments to EOY assessments. The percentage of students at or above benchmark grew significantly in most grades (+44% in kindergarten, +46% in first grade, +2% in second grade, +35% in third grade, +6% in fourth grade and +1% in fifth grade). When looking at trends among the ethnic groups, numbers were varied. No one group was consistently higher or lower than the others. All ethnic groups scored the lowest in 5th grade, which is reflect of 5th grade ELA scores in various assessments.

Math outcomes were similar. 40% of Boevers 3rd grade students, 41% of fourth grade and 30% of 5th grade students scored Below Basic Performance range on their 2023 OSTP Math assessment (see CNA, Student Data Collection File for detailed data breakdown). End of Year Star Math assessments indicate that 69% of third graders, 59% of fourth graders and 47% of fifth graders were at or above benchmark. As in the Star Reading assessments, no one ethnic group was consistently higher or lower than the other groups. Once again, at or above benchmark percentages was lowest for most ethnic groups at the fifth grade.

The largest subgroup in Boevers' population is the English Language Learners, comprising 51% of our student body. We know that academic success is correlated to English Language proficiency. Boevers EL students participate in ACCESS testing every year. The ACCESS test measures English Language Proficiency in the domains of reading, writing, speaking, and listening. In the spring of 2023, 9% of EL students scored high enough to exit the EL program, 60% of students made adequate progress and 19% made progress. This is important because as stated earlier English proficiency is correlated to growth in academic achievement.

Other data important to student strength and weakness are climate surveys and attendance. Boevers has a 93.6% attendance rate for the 2022-2023 school year. Improving student attendance will be a key factor to increasing student achievement. If students are not present at school, they are not learning. Climate survey of 4th grade students indicates that students view community relational support, competence supportive instruction, mission ownership, safety, and student trust in teachers as strengths of the school and bullying as a weakness. Considering trends, overall Bullying and student Trust in Students are consistently a weakness and do not receive favorable responses. Community Support, Growth Mindset and Student Trust in Teachers are strengths.

In the 2022-2023 school year, 91.7% of the student population at Boevers has been identified as Economically Disadvantaged. 51% are English learners and 19.5% have been placed on an IEP and receive special services.

Poverty and English language proficiency continue to be the overwhelming barriers for students at risk in the Boevers community. Students continue to meet additional challenges due to COVID-19. Intermittent starts and stops to instruction in previous years, health concerns for both children and families, as well financial instability have negatively impacted student growth.

Our goal for the 2023-2024 school year will be to identify the individual need of each student and provide appropriate instructional strategies, interventions, and supports so that all students may make academic gains and become problem solvers, goal setters and dream achievers.

Student Strengths:

Although many students are still scoring below benchmark, most students at Boevers made adequate growth during the 22-23 school year.

1. ELA Growth, the 22-23 school year saw the lowest percentage of 3rd and 4th graders in the below basic quadrant since 2018.
2. Gains in student achievement in Math. Fewer 3rd and 4th grade students scored in the below basic quadrant of the OSTP Math.
3. Gains in English Language Development
4. Connection to teachers and staff.
5. Strong family support within the community.

Student Needs and Area of Focus:

1. Increase number of students meeting benchmark in reading. Consistently fewer than 20% of Boevers students score in the proficient or advanced quadrants of the OSTP.
2. Increase number of students meeting benchmark in math. Consistently fewer than 30% of Boevers students score in the proficient or advanced quadrants of the OSTP Math.
3. Increase the percentage of EL students to reach Functional English Proficiency.

Staff Strengths:

Low staff turnover in six consecutive years.

Continuing to build capacity in content knowledge of ELD practices. 21 certified staff with ESL certification.

Professional development of staff. Four staff members are working on advanced degrees, one is nationally board certified, six have LETRS training and all participated in curriculum development.

Strong collegial support among teaching teams.

Staff Needs and Area of Focus:

1. Ongoing and embedded PD in the area of math instruction.

2. Ongoing and embedded PD in small group reading instruction.
3. Ongoing and embedded PD in literacy instruction, including writing.
4. Ongoing and embedded coaching cycles for targeted EL instruction.

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.

Assessments, both summative and formative, indicate a growing number of students are significantly below grade level in the areas of literacy and mathematics. (See CNA data collection document). Independent Reading Levels and Early STAR assessments indicate the need to prioritize interventions for 1st and 2nd grade students in the area of phonics and decoding as well as for a number of our struggling 3rd through 5th graders who are still not reading at grade level. Additionally, math data continues to support the need for systematic math interventions for struggling students.

Schoolwide Goals:

Our instructional team will focus on the following Schoolwide improvement goals:

1. Increase percentage of students scoring basic or above in the area of reading by 10%.
-Metric- OSTP, Renaissance STAR Reading/Early Literacy, Independent Reading Levels
2. Increase percentage of students scoring basic or above in the area of math by 10%.
-Metric- OSTP, Renaissance STAR Math
3. Increase the percentage of EL students to reach Functional English Proficiency by 10%.
-Metric- ACCESS assessment data.

Evidence Based Strategies:

We will work toward these goals identified from the needs assessment by continuing our work with data teams to identify students who need more instruction or are not making progress. Administration and staff will stay current with evidence-based strategies to work towards closing the achievement gap. Teachers will work to implement instructional strategies learned from coaching cycles with the EL Site Based Specialist and the Instructional Coach. The resources already available to fulfill these goals are early intervention, school-wide digital data wall, Instructional Coach (511 salary), EL Site Based Specialist (511), RSA tutor (367), ESSR paraprofessional, coaching cycles (511 sub days and stipends for after school coaching), after-school programs (511), tutoring (511) and visibility and availability of administration. We will host fall and spring Goal Setting Conferences, which will provide opportunities for families and school faculty to sit down and plan action steps needed to reach individualized academic goals. Additionally we will hire a Language Arts paraprofessional (511) under the direct supervision of a certified teacher to support small groups and help provide timely and targeted interventions.

Boevers site team has reviewed our focus areas together and looked at how our vision for reform can meet the needs of these students specifically (July 2023). The site based Instructional Coach will continue intentional, embedded PD in mathematics. This work includes enhancing teacher clarity, ensuring that learning intentions, questions, activities, and assessments are all in alignment with the standard. The coach and the teacher will collaborate in a variety of ways; planning, modeling, guided co-teaching, debriefing and reflecting on data and student outcomes. In this process, the students will also be given clear learning intentions and success criteria helping them understand exactly what it is they need to do/learn.

We will implement EL strategies to help our English Learners access the curriculum as part of our District Plan, Structured English Immersion. Data team meetings will focus specifically on students who are not making adequate progress. The team will collaborate to identify additional strategies to impact individual

growth. Interventions will be provided by the classroom teacher, Language Arts teacher (511), Paraprofessional under the direct supervision of a certified teacher (511), the reading specialist or a special education teacher. Title 1 (511) will be used to pay teachers and support staff.

Title 1 (511) funding will support small group instruction through the purchase of tutoring materials such as an online leveled book subscription, additional low level/ high interest texts for tutoring, supportive software purchases, technology needs and supportive tools such as headphones, tangible reading and math manipulatives like 3D letter tiles or wooden number blocks.

Extended Learning Time:

After-school tutoring may be provided for students working below benchmark (511). A combination of RSA (367) funding and Title 1 (511) and ESSR funds will be used to pay teachers and Paraprofessionals under the direct supervision of a certified teacher.

We will track attendance weekly and make action steps, coordinating with the family, to improve poor attendance.

Assessments:

The STAR assessment will be given in Math and Reading at least 3 times a year. This data, along with running records and classroom common formative assessments will be reviewed at data and child study meetings to identify which students are still struggling with specific concepts. Students will be identified, and an action plan made to address specific skills in small groups. The Multi-Tiered System of Support (MTSS) process will be implemented for all students. Tier 1 instruction includes all grade level instruction and assessments provided to all students. Students who are below benchmark will receive an additional layer of instruction (Tier 2 Academic) in a small group with the classroom teacher or a reading specialist. Students who have not made adequate progress with Tier 2 interventions will be discussed at quarterly Child Study meetings. Students may be placed in Tier 3 Universal small groups led by the reading specialist, ESSR tutor, RSA tutor or Title I interventionist. The team may also determine further diagnostic testing is necessary. The nationally normed Aims Web assessment tool may be used to identify specific instructional gaps and to qualify a student for Tier 3 skilled intervention and weekly progress monitoring by the skill builder should the student not make adequate progress in Tier 3 Universal small groups.

Teacher Retention

Weekly grade-level collaborations are held weekly to support individual student literacy growth, as well as teacher growth in content knowledge and effective teaching strategies. Teachers work with the Title 1 Instructional coach to analyze data. Individual needs are determined and appropriate action steps developed. Individual goals are set and specific strategies are shared among the student support team. Assessments are administered to determine effectiveness of strategies. Based on the data, students continue to work on their goal with different strategies or a new goal is set.

Union Public Schools recruits highly qualified staff through partnerships with universities including Oral Roberts University, Oklahoma State University, University of Tulsa, University of Oklahoma, and Northeastern State University. Administrators and principals attend job fairs and conduct interviews Feb.- May.

Human Resources posts job openings as soon as they are available on the Union website. Once teachers are hired, they work closely with each school's instructional coach to learn about and develop content knowledge in Union's curriculum. Lead teachers help mentor new teachers throughout the year. Union Public Schools has negotiated a retention stipend for returning teachers for the last twenty years. Additionally, The District offers higher education reimbursement for employees, as well as an Employee Clinic with exceptionally low co-pays.

Boevers offers a supportive, professional community with low teacher turnover, as well as a strong culture that supports positive collegial relationships. The social committee plans ongoing staff activities to build and maintain community.



4. Coordination and Integration
<p><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)]</p> <p>or</p> <p><input checked="" 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)]</p>
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.

Title 1 (511)	Parent Liaison, Instructional Coach, Language Arts Specialist, Math Specialist, Paraprofessionals, Professional materials/conferences, Math/Reading materials, technology devices laptops/iPads, professional development, parent literacy nights, parent events, tutoring, summer school
RSA	Paraprofessional, high-interest books, headsets, technology subscriptions, tutors, summer school-programming
Various Grants	Transitions programs PreK Bridge Camp, 6 th /7 th Moving UP
Activity	After-school programming/clubs
ESSER	Summer programming, tutoring, software, devices (laptops/iPads)
BOND	Technology Devices (laptops, iPads, Smartboards), furniture, subscriptions, appliances.
PTA	Teacher grants, teacher celebration and recognition, student celebrations.

Coordination of Funds:

Federal, State and local funds are used to provide support for all students, parents and staff within the school-wide site. These funds are allocated based upon the state, local and site plan, which are driven by the input from all individuals affected. The district plan is supported by the Board of Education, PTA and community patrons.

The funds below provide the following activities/services:

Title 1 (511):

Our Title 1 funds are used to provide, Title I paraprofessional(s), an ELD site based specialist and an instructional coach to help students and staff with strategies to improve academic achievement. Title 1 (511) funding will support small group instruction through the purchase of tutoring materials such as an online leveled book subscription, additional low level/ high interest texts for tutoring, supportive software purchases and tangible reading and math manipulatives like 3D letter tiles or wooden number blocks.

Our funds are also used to staff a parent liaison who works with all families and students to coordinate after-school programs and help families break down barriers that may prohibit their child from reaching his/her full potential. Title 1 funding will be used to engage parents through family engagement activities, such as the Annual Neighborhood Walk, Family Reading Night, Goal Setting Conferences and Kick-off to Summer Reading. Additional family night activities could include a Family Math Night as well.

Title funds may be used for after school programming involving reading and math instruction, as well as summer programming designed to decrease the summer slide (when it is determined safe to do so).

The skills to be taught within the group are determined through ongoing formative assessments such as common formative assessments, STAR literacy and math assessments, running records, etc. 511 funding will also be used to purchase professional development reading materials and instructional manipulatives. 511 funding will support teacher training including providing substitutes for teachers to attend professional development and coaching cycles. Title funds may also be used to purchase software and technology.

Reform Strategies:

The following is a list of evidence-based programs, supplemental programs, alternative programs, special services programs, and extracurricular programs currently being implemented.



Math: My Math is utilized in grade levels K-5. The Title 1 Instructional Coach will also work in collaboration with each grade level to plan and implement math units designed around essential standards and concept development.

Phonics and Spelling: Superkids (K-2) and Scholastic (3-5), From Phonics to Reading (3rd) Building Vocabulary (4th & 5th)

Reading: Superkids (K-2) and Scholastic (3-5) in conjunction with Oklahoma State Standards, as well as Literacy First resources as needed.

Science: TWIG, Project Lead the Way utilized in all grade levels.

Social Studies: K-2nd Integrated Standards Based Curriculum, Social Studies Weekly (3rd), Pearson/Savvas (4th-5th).

Language Arts and Writing: Superkids (K-2) and Scholastic (3-5) and Supplemental Programs as needed.

Reading: RSA tutoring, Tier 2 and Tier 3 small group interventions. Reading Strategies interventions by Jen Seravallo for Tier 2 and Tier 1.

Computer Programs: Destiny, One Drive, Microsoft Office Suite Applications, Imagine Learning, Reading A to Z Kids, Seesaw, Zoom.

Alternative Programs as used by the Counselor: Steps to Respect, Second Step, Same and Different Series 2nd, Kids on the Block Puppets, Cyber Bullying.

5. Evaluation and Plan Revision

By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [ESSA, Section 1114(b)(3)]

Meets Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.



2. The monitoring and revising of the Title I schoolwide plan includes regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Developing

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

Does Not Meet Expectations

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

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

The site leadership meets quarterly to review academic data, attendance data, school budgets and plan family events. The site leadership team involves staff, parents and members of the community in the decision-making process.

The Boevers Leadership Team has developed multiple strategies to gather feedback from stakeholders and assess the needs of the community. An annual family survey is distributed at the end of the school year. Data is collected using Microsoft Forms application. The leadership team uses the information to analyze program effectiveness, involvement/ participation and to assess ongoing needs of the school community. Additionally, the data informs decision making for the following school year.

Academic data is analyzed routinely during data meetings and scheduled collaboration dates. A digital data wall is created for each grade level. With this tool, adequate progress is tracked in the areas of reading and math.

Data meetings are scheduled with the Title 1 Instructional Coach, Principal, Reading Teachers and Classroom Teacher each quarter. If a student is not making adequate progress, the team develops an action plan targeted for the student's individual needs.

Monthly CST meetings are held with each of 4 teams: special services team, instructional team (instructional coach and reading specialist), English language Learner team and Office team. Team meetings focus on supporting grade-level teacher and student needs and making data informed decisions to drive learning forward.

The team also reviews student data during regularly scheduled Child Study meetings. Through the RTI process, students in need of additional intervention are identified and receive appropriate services.