



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-2024

DATE LAST REVIEWED
Date: 8-22-23

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

SCHOOL INFORMATION	
School Name:	Roy Clark Elementary
School Site Code:	120
Principal Name:	Alicia Ewing
Telephone:	918-357-8590
Email address:	Ewing.alicia@unionps.org
School Poverty Rate	94.6%

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

By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, 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

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

Developing

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

Does Not Meet Expectations

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

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

Clark Elementary is a community school that works diligently to create an environment where students feel safe and cared for, to develop to their fullest potential. Students are encouraged to believe they can positively impact and contribute to the world around them. We believe that with the participation of families, students, community, and a qualified competent staff, students are empowered with academic and social skills to become responsible, respectful citizens, that are college and career ready.

Our Title I leadership team meets quarterly to analyze and review data on student academics, attendance, progress over our identified priorities, budgets, and to discuss the implementation of parent and community events.

1. Based upon the results of our Comprehensive Needs Assessment, specific strategies to increase parent involvement and community stakeholder involvement; specifically, with those who represent our most at-risk students, have been identified and implemented. As a Community School, we design numerous opportunities for community engagement throughout the year. Surveys for parents and students are conducted throughout the year as a way for us to assess needs, evaluate effectiveness, and use the information gathered to plan events for next year. Surveys address areas of after-school programming, parent, and community event feedback, needs of the family and other need-based questions. Receiving feedback from our community allows us to evaluate and refine our programming, events and opportunities to be strategic and responsive as we plan for each upcoming year. Families are strongly encouraged to be an active part of their child's education. Parent engagement events are held with the goal of empowering parents with tools and strategies to support their child's learning at home and to build connectedness. We share resources with families to help facilitate learning of literacy and math in the home. Parental involvement is not limited to volunteering during school hours. We see parental involvement in a variety of ways, including but not limited to, communicating with their child and their child's teacher about learning, reading to their child at home in the evenings, attending school events and volunteering in various capacities.

Family and community involvement strategies include events like the Annual Back to School Block Party, Meet the Teacher/Back to School Night, Bingo Night, Literacy Community Nights, Turkey Trot, PTA sponsored events, after-school performances, assemblies and student recognition, Parent Meetings, etc. We provide opportunities for our families and former students to volunteer at these events, so they are vested members of the school/home community. Title I (511) funds are used to pay certified teachers stipends for parental involvement. Clark Elementary designates a portion of Title I funds (511) for a full-time parent liaison. Our parent liaison works with community partners, families, and students to coordinate after-school programming and helps to connect our families and students with resources that remove barriers that can otherwise hinder students from learning. Parental and community involvement opportunities are based upon the need of the school and the collaborative effort of the building site team. Our Community School philosophy is reviewed yearly with our community partners. Our community partners provide an active role in providing opportunities for our students, families and parent events are scheduled to build a strong school and home connection. Parent-teacher conferences are held twice a year to discuss academic achievement, social/emotional and behavioral development with the expectation of 100% participation. Meet the Teacher/ Back-to-School night is held at the beginning of the school year to inform parents of our grade level expectations; we cover curriculum, assessments, attendance, communication, parent involvement opportunities, and community resources. We hold book fairs to promote the love of learning. A parent resource room with computer access is open for families throughout the day as well as a clothing closet, school supplies giveaways, etc. Strategies include offering parent involvement events at various times throughout the day. Families are notified of events through the following means in both English and Spanish: school and teacher newsletters, flyers, Connect Ed calls, SMORE, Clark Facebook page, texts, emails, Talking Points, and digital marquee

messages. Parents have access to an online portal where they can access grades and other information regarding their child's progress. We believe that we are stronger as we grow our family and community involvement.

2. Our Clark Title I Leadership Team is comprised of administrators, Parent Liaison, Community Stakeholders, Clark Parents that represent our demographic composition and most at-risk students, Teachers, Counselor, Special Services Coordinator, Reading Specialist, Paraprofessional (working under the direction of a certified teacher), Instructional Coach and EL Coach. Our leadership team is involved in decision making throughout the school year as well as the development, monitoring, and revising of our Title I Schoolwide Plan. Our team meets quarterly as a site Title I committee to discuss budgets, programming, identify priority areas and their progress, planning, data, reflection, planning for next year, etc. and hold quarterly Title I parent meetings to inform parents regarding Title I.

Clark Title I Leadership Team:

- Alicia Ewing- Clark Principal
- Justin Vannest-Clark Assistant Principal
- Sara Fitch- Parent Liaison, PTA Board Member
- Elijah Moss, School Counselor
- Destiny Wofford-Clark Parent, PTA Board Member
- Christy Thomas -Clark Parent, PTA Board Member
- Brenda Oakes, Church on the Move Broken Arrow, Community Partner
- Trent Hamilton, Shelter Insurance, Community Partner
- Pamela McBride-Pre-Kindergarten Lead Teacher
- Audrey Hamad-Kindergarten Lead Teacher
- Alexandra Arias-1st Lead Teacher
- Julie Williams-2nd Grade Lead Teacher
- Cassandra O'Kelley-3rd Grade Lead Teacher
- Jessica Chapman-4th Grade Lead Teacher
- Cindy Wilson-5th Grade Lead Teacher
- Kayla Hooper-Special Education Teacher
- Williams Sides-Specials Lead Teacher
- Libby Bell-Instructional Coach
- Courtney Dumas-EL Coach
- Leslie Coons-Reading Specialist
- Wendy Ousley- Paraprofessional

3. Clark's vision and mission was created in 2022 and will be revisited each year to ensure it still represents our Clark Title I leadership team and all staff members' collective belief and values.

Our Vision:

At Clark, we strive to:

*Be the school to attend, work at, and partner with, to positively impact the community.

*Maximize our resources to close educational gaps and provide the best experiences and opportunities.

*Remove barriers by fostering an environment that promotes resiliency, ensures success, and instills hope.

Our Mission: Clark Elementary supports our district mission of 100% Graduation, College and Career ready.

4. Our Title I Leadership team completes a Comprehensive Needs Assessment each year that consists of multiple performance, non-performance, process, and perceptual data. Based on the comprehensive needs assessment analysis, our most at-risk students are identified, our needs are established, and action plans are developed to meet the needs of our most at risk students. Once the Title I plan is written, by the Title I leadership team, the plan is communicated to all staff, and opportunities for evaluation and revision are discussed at each one of our quarterly Title I meetings as we prepare our Title I Annual Review. The Title I schoolwide plan is posted and updated annually in both English and Spanish, a parent can request a copy of the schools Title 1 plan in either English or Spanish. The Title I plan is available on the website, paper copy in the office, etc.

We hold quarterly Title I parent meetings that are advertised ahead of time and conducted at various times and days for easier parent access. The meetings are held in English and translated in Spanish for our families. These meetings are held to communicate to our families regarding Title I. The time is spent defining what a Title I school is, discussing schoolwide status, Title I funds and their purpose, spending of funds, curriculum, evidence-based strategies and assessment, parent involvement policy, school-parent compact, parents right to know, parental involvement opportunities, and questions and answers.

A parent involvement policy and parent-school compact are created by the Title I leadership team and reviewed for revisions each year. These documents outline the responsibilities of the parent, student, and school. The goal of this document is to encourage parents to be actively involved in their child's education at school. The parent involvement policy and parent-school compact are explained and distributed in the beginning of the school year to all families in either English or Spanish.

Title I School-Level Parental Involvement Policy Clark Elementary

Title I School-Level Parental Involvement Policy-2023-2024 Clark Elementary

Clark Elementary has developed a written Title I parental involvement policy with input from Title I parents. This policy was created by a team of staff members, community partners, and parents. The school has distributed the policy to parents of Title I students at the beginning of the year and it is available year-round. The policy describes the means for carrying out the following Title I parental involvement requirements:

Involvement of Parents in the Title I Program

To involve all parents in the Title I program at Clark Elementary, the following practices have been established:

The school convenes quarterly meetings to inform parents about Title I requirements and about the right of parents to be involved in the Title I program.

- The first parent information meeting is set at the beginning of each school year to explain the requirements of Title I programs, the Title I program at Clark, and various activities planned by the school to foster parent involvement.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- Events are scheduled at various times and various dates to accommodate parents' schedules.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

- Parents are invited to attend Title I committee meetings and information is provided to our PTA executive board to distribute and share with parents.

The school provides parents of Title I students with timely information about Title programs.

- Information about all school programs is distributed via Connect Ed messages, Talking Points, social media, newsletters, email, flyers, digital marquee, and the district/site website.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- The school hosts parent events each semester in which families can learn about curriculum, assessments, and the progress of their child. Examples of these events include Meet the Teacher/Back to School Night, Community Literacy Nights, and Parent/Teacher Conferences.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Upon parent request, meetings are scheduled with classroom teachers, administration, and/or other personnel to provide information, assistance, or guidance as it pertains to the student.

School-Parent Compact

Clark Elementary distributes to all parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The ways students will assume responsibility for their own learning

The importance of ongoing communication between parents and teachers through, at a minimum, two annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

This compact was created by a team of staff members, community members, and parents in order to ensure the success of all students here at Clark. It is distributed yearly as part of our parent-teacher conferences and is collected by the classroom teachers.

Building Capacity for Involvement

Clark Elementary engages all Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- The school hosts parent events each semester in which families can learn about curriculum, assessments, and the progress of their child. Examples of these events include Meet the Teacher/Back to School Night, Community Literacy Nights, and Parent Conferences.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Materials and training are provided each semester during Back to School Night, Community Literacy Nights, and parent-teacher conferences. During these events parents are provided with materials that will be useful to work with their child at home. They are also provided with activities that they can implement at home to enhance their child academically.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- During professional development, teachers focus on ways that parents participate and contribute to student learning and success. Teachers develop strategies to assist parents in ways to support their child's academics.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- All communication with parents is provided in English and/or Spanish. Other translations are available upon request.

The school provides support for parental involvement activities requested by Title I parents.

- At the end of each school year parents are surveyed to identify additional services that they may require to assist their child academically. Results from these surveys are then used to plan parent involvement activities for the following school year.

Accessibility

Clark provides opportunities for the participation of all Title I parents, including parents with limited English proficiency and parents with disabilities. Information and school reports are provided in a format and language that parents understand.

- Information is provided in a variety of formats (ie. phone, email, Talking Points, social media, newsletters, district/site website) and in two different languages. Additional translations are available upon request. Furthermore, the school uses Language Line to provide translation services in several languages to bridge the communication gap between home and school.

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The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Materials and training are provided each semester during Community Literacy Nights. During these events parents are provided with materials that will be useful to work with their child at home. They are also provided with activities that they can implement at home to enhance their child academically.

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<p>2. Comprehensive Needs Assessment</p>
<p><input checked="" type="checkbox"/> 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)]</p>
<p>Meets Expectations</p>
<ol style="list-style-type: none"> 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.
<p>Developing</p>
<ol style="list-style-type: none"> 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.
<p>Does Not Meet Expectations</p>
<ol style="list-style-type: none"> 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.

Our team meets quarterly as a site Title I committee to discuss budgets, programming, identify priority areas and their progress, planning, data, reflection, planning for next year, etc. and hold quarterly title I parent meetings to inform parents regarding Title I.

According to the October 1, 2023, child count, Roy Clark Elementary served approximately 452 students in prekindergarten through fifth grade during the 2022-2023 school year. We have a diverse population of families, students, and stakeholders.

Demographics		
Economically Disadvantaged	418	92.5%
English Learners	229	50.7%
Mobile	104	23%
IEP (Individualized Educational Plan)	51	11.3%
504	5	1.1%
Gifted	47	10.4%
Homeless	48	10.6%
Foster Care	4	0.9%
Unaccompanied Youth	0	0%

Federal Race/Ethnicity		
Hispanic	280	61.9%
Native American or Alaska Native	14	3%
Asian	11	2.4%
Black	64	14.2%
Native Hawaiian or Other Pacific Islander	0	0.0%
White	49	10.8%
Two or More Races	34	7.5%

1. As a part of the Comprehensive Needs Analysis, Clark Elementary collected a variety of data.

Student performance data includes:

OSTP, STAR Early Literacy, STAR Reading, STAR Math, Union CRT English Language Arts, Union CRT Math, Independent Reading Level assessments and ACCESS testing.

Student non-performance data includes:

Attendance audit, behavior reporting analysis, HOPE data

Site Data includes:

Ongoing and embedded professional development and teacher attendance and retention

School System & Perception data collected includes:

OU School Capacity Report, Title I Needs Assessment Surveys, Community Schools Survey and Teacher End-of-Year Survey.

Student Performance Data

Roy Clark Elementary accesses a variety of data sets to design a vision of learning and growth for our students. These data sets include not only school wide performance reports, but also academic growth reports for individuals as well as aggregates by class, grade, etc. Aside from the summative assessments for the state of Oklahoma, Roy Clark Elementary collects a variety of on-going measures to analyze student achievement. Data collected from, but not limited to, programs such as ACCESS testing, imagine learning, Literacy First, embedded curricular assessments, Fact Fluency and Renaissance Learning STAR assessments inform and guide instruction in student reading and math proficiency. We also utilize parent surveys, staff surveys of practice and professional development, previous school data obtained from transferring students, student attendance records and discipline data to obtain a broad picture of all factors that influence student achievement.

OSTP

The preliminary results from the 2022-2023 OSTP indicate that most Roy Clark Elementary student scores fall in the lower two proficiency levels for English Language Arts. 81% of 3rd graders scored below proficiency level, basic (21%) or below basic (60%). 85% of 4th graders scored below proficiency level, basic (24%) or below basic (61%). 89% of 5th graders scored below proficiency level, basic (45%) or below basic (44%). Sixty-four percent of fifth graders scored basic (40%) or below basic (34%) on their science OSTP.

Roy Clark Elementary needs to continue to support these students so that their mastery of skills progresses in comparison to their peers across the nation and they can advance along the continuum in the proficiency in both reading and math skills. The global pandemic of COVID 19 contributed to some of these deficiencies. Clark Elementary needs to provide programs, tutors, and staff to help close the learning gap that these students have experienced. English Language Arts and Math paraprofessionals as well as certified teachers and instructional coaches are needed to provide academic support for these students. Furthermore, during school and after school tutoring opportunities, summer school programs and teachers could also provide additional time to master skills not yet gained.

STAR Early Literacy, STAR Reading and STAR Math

Roy Clark Elementary also utilizes Renaissance Learning's STAR testing in Early literacy, reading, and math. STAR assessments are computer adaptive and measure student proficiency as compared with their peers across the nation. It is a research-based program used to monitor student growth in math and reading. All students are assessed three times per school year; with some students more frequently, due to progress monitoring.

STAR Early Literacy

STAR Early Literacy results in 2022-2023 indicate, twenty-three percent of kindergarten students were at or above benchmark at the beginning of the year and sixty-eight percent at the end of the year. Kindergarten experienced a growth of forty-five percent in the number of students who were at or above benchmark. Nineteen percent of first grade students were at or above benchmark and thirty-nine percent were at or above benchmark by the end of the year. First grade made a gain (20%) in the number of students who were at or above benchmark by the end of the year. Both kindergarten and first grade made consistent growth during each testing window.

STAR Reading

STAR Reading 2022-2023 results reflect student growth at or above proficiency level. Second grade students grew from twenty-six percent of students who were at or above benchmark at the beginning of the year to forty-three percent by the end of the year. Third grade results indicate that fifteen percent were at or above benchmark at the beginning of the year and twenty-seven percent by the end of the year. Clark's fourth grade students STAR Reading data indicates that fifteen percent were at or above benchmark at the beginning of the year and twenty-four percent by the end of the year. Fifth grade students STAR Reading data indicates that eighteen percent were at or above benchmark at the beginning of the year and forty-six percent by the end of the year. Each grade level made a minimum of 9% growth in reading proficiency.

When comparing 21-22- and 22-23 STAR Reading data, it was noted that all grade levels increased their EOY ELA proficiency scores by an equal or higher percentage than the year before. In 21-22 second grade increased by 7% while in 22-23 they increased by 17%. In both 21-22 and 22-23 third grade increased by 12%. In 21-22 fourth grade increased by 5% while in 22-23 they increased by 9%. In 21-22 5th grade decreased by 3% while in 22-23 they increased by 28%.

Roy Clark Elementary's most critical need is to continue to move students further along in their English Language Arts proficiencies. The beginning of the year assessments results reported that 77% of third graders, 77% of fourth graders and 69% of fifth graders needed intervention and urgent intervention. End-of-year STAR assessments indicate that 59%, 64% and 61% respectively needed intervention and urgent intervention. 3rd grade made an 18% gain, 4th grade made a 13% gain and 5th grade made an 8% gain. Roy Clark Elementary needs to continue to support these students so that their mastery of skills progresses in comparison to their peers across the nation and they can advance along the continuum in the proficiency in both reading and math skills. It is important to note that these students experienced the COVID 19 global pandemic during their early elementary years. The STAR Reading data indicates support is needed for our most at-risk students in the following subgroups: Economically Disadvantaged/Title I, IEP/504 students with disabilities, ELL, and students with the following Federal Race/Ethnicity: Hispanic and Black/African American. The data from our demographic breakdown in Star show that our Hispanic and Black/African American students have the lowest percentage of students at or above benchmark which reflects that of our overall student population. Clark Elementary needs to provide programs and staff to help close the learning gap that these students have experienced. English Language Arts and Math paraprofessionals as well as certified teachers and instructional coaches are needed to provide academic support for these students. Furthermore, summer school programs and teachers could also provide additional time to master skills not yet gained. We are also refining our RTI process, implementing teacher clarity strategies, and providing trauma responsive support.

Roy Clark Elementary also utilizes Renaissance Learning's STAR testing in Early literacy, reading, and math. STAR assessments are computer adaptive and measure student proficiency as compared with their peers across the nation. It is a research-based program used to monitor student growth in math and reading. All students are assessed three times per school year; with some students more frequently, due to progress monitoring.

STAR Math

Kindergarten does not take a STAR assessment benchmark in Math. STAR math 2022-2023 results reflect student growth in math proficiencies. First grade demonstrated growth from thirty-four percent at/above benchmark to fifty-four percent. Second grade increased the percentage of students at or above benchmark from twenty-six percent to thirty-six percent. Upper grades showed growth as well. Third grade showed growth from twenty-seven percent to fifty-three percent. Fourth grade had growth starting at twenty-nine percent and increasing to forty-eight percent. Finally, fifth grade increased from thirty-seven percent to forty-six percent.

The most critical need is to continue to move students further along in their math proficiencies. Clark has made great strides in doing so. Beginning-of-year STAR math assessments indicated that 44% of first graders, 74% of second graders, 63% of third graders, 70% of fourth graders and 63% of fifth graders were below benchmark. By the end-of-year assessments, those percentages had reduced to 36%, 64%, 47%, 52%, and 54% respectively. Students gained ground in their proficiency levels, but Roy Clark Elementary still had many students below benchmark.

Roy Clark Elementary needs to continue to support these students so that their mastery of skills progresses in comparison to their peers across the nation and they can advance along the continuum in the proficiency in both reading and math skills. The global pandemic of COVID 19 contributed to some of these deficiencies. The STAR Math data indicates support is needed for our most at-risk students in the following subgroups: Economically Disadvantaged/Title I, IEP/504 students with disabilities, ELL, and students with the following Federal Race/Ethnicity: Hispanic and Black/African American. Clark Elementary needs to provide programs and staff to help close the learning gap that these students have experienced. English Language Arts and Math paraprofessionals as well as certified teachers and instructional coaches are needed to provide academic support for these students. Furthermore, during and after-school tutoring, summer school programs and teachers could also provide additional time to master skills not yet gained.

Union Public Schools CRT Reading and CRT Math

Roy Clark Elementary, as part of the Union Public Schools, participates in benchmark testing (CRT). Students in grades three through five are assessed criterion-based tests in both reading and math. The English Language Arts CRT contains standards for the entire year on all three benchmark exams whereas the Math CRTs only measures standards covered during that quarter. Assessments occur at the end of the first three quarters of the school year. Results for Roy Clark Elementary students presented and discussed below.

English Language Arts for third graders are like STAR and OSTP results. Eighty-six percent scored below basic (74%) or basic (12%) on the end-of-year CRT. Like third grade students, eighty-eight percent of fourth grade students scored below basic (66%) or basic (22%) on the end-of-year English Language Arts CRT. Fifth grade students scored, on their end-of-year English Language Arts CRT, ninety-two percent scored below basic (72%) or basic (20%) on their end-of-year CRT.

The end-of-year math CRT results indicate that most students scored below basic (61% of third graders, 63% of fourth graders, and 64% of fifth graders) or basic (22% of third graders, 22% of fourth graders, and 27% of fifth graders). Seventeen percent of third graders scored proficient or advanced. Fourth grade students calculated 15% scoring proficient or advanced on the end-of-year Math CRT while 5th grade was at 9%.

When comparing ELA and Math CRT data from the 21-22 school year to the 22-23 school year, it is noted that at the end of the 22-23 school year there were fewer students in the Advanced category in all three grades as compared to school year 21-22. The percentage of students scoring below basic has increased in all grades in both ELA and Math.

Independent Reading Level

Multiple measures of Independent Reading Level (IRL) for students at Roy Clark Elementary are taken throughout the year. A student's Independent Reading Level indicates the highest level of text that the student can read quickly and with very few errors. The end-of-year IRL indicates that 30% of kindergarten, twenty-seven percent of 1st graders, twenty-four percent of 2nd graders, fifty-seven percent of 3rd graders, sixty-six percent of 4th graders and fifty-two percent of fifth graders are below grade level. It is important to note that while students are below grade level, they are growing. Most students in all grades grew one or more levels by second semester. 70% of first graders, 65% second graders, 76% third graders, 62% fourth graders and 42% fifth graders grew one or more levels during the first semester. Percentages are comparable for second semester with 79%, 72%, 68%, 68% and 63% respectively growing one or more reading levels.

An analysis of CRT results and Independent Reading Levels show that while there is room for growth in student proficiency levels, a strength of Clark Elementary is that most students in all grades are growing in their skills. Clark's greatest need is to build upon that growth and help support more students so that there are greater gains in their reading and math proficiencies. Continued professional development in culturally responsive teaching and Teacher Clarity is needed. The support of language arts and math paraprofessionals and specialists are needed to work in small groups and provide increased intervention for students.

ACCESS

Clark Elementary has a large English Learner Population. As of October 1, 2022, our Child Count, 284 students (50.7%). Note that these are only preliminary results for some of our students. Scores are not yet available for students who took a written version of the ACCESS test. Composite averages tended to increase with grade level. You would expect this as typically students have spent more time in school and had more opportunity to master language objectives. Another piece of data to share is that of our 175 EL students who were tested, 10 students (18%) FEP'd this school year, 108 students (62%) had adequate growth of 0.5 or more, 32 students (18%) made growth, only 16 students (9%) had no growth, and 19 students (11%) lost growth.

Student Non-Performance Data

Student Attendance

Attendance data indicates Roy Clark Elementary has an average daily attendance of 92.81%. The overall tardy arrival rate was 3.16%.

Attendance data indicates that attendance is reasonably consistent across grade levels. Pre-Kinder - Kindergarteners students consistently had a lower attendance rate than 1st-5th grade students. The data indicates that lower grade students are more likely to miss school than students in the older grades. Focus should be on educating families on the importance of developing good attendance habits early to help support student achievement. Clark Elementary needs the support of school personnel such as a homeless liaison, DHS case worker, and a parent liaison to contact families and help provide resources that remove barriers to student attendance. Additionally, Clark needs programs and activities to foster connection to school and strong relationship between home and school. Funding for after-school programs, family events, and parent involvement and a parent liaison are needed.

Chronic Absenteeism

A more detailed analysis of attendance data indicates that Pre-K and Kindergarten students are more likely to miss school than students in the other grades. The overall percentage of students who are approaching chronic absenteeism is 33% and 25% of Roy Clark students are chronically absent, missing 10% or more of the school year. The global pandemic of COVID-19 has contributed to the number of student absences where parents are still used to keeping their child home even though we have passed the main Covid stage. Families kept children home when they normally would have sent them to school. Focus should be on educating families on the importance of developing good attendance habits early to help support student achievement. The school needs to hire school personnel such as a homeless liaison and a parent liaison to contact families and help provide resources that remove barriers to student attendance. While analyzing the data from this year we discovered Clark's approaching and chronically absent students have differed from last year. The percentage of approaching chronically absent has increased but the percentage of students who are chronically absent decreased from the prior year. All the grades except for kinder and 3rd grades decreased in total chronically absent. Approaching Chronically absent increased or stayed the same in all grades increased but that is because chronically absent percent decreased.

Staff Attendance

Roy Clark Elementary had an average daily attendance for staff members of 91.6%. Two key factors appear to contribute to our lower ADA among staff members this year. We finished the year with two teachers who were on FMLA for birth-related leave. Those two staff members contributed a significant amount to the absences for sick self. 105 personal days were used this year; which was an increase from last year as stress and mental health days are a contributing factor to public education in this state.

Although Clark teachers utilize the days given for absences, the district has noted that we have a lower absence rate than other Union schools. We know that a teacher's attendance has significant effects on student learning and about the importance of having them in the classroom with their students. An area of need is for qualified substitutes. It can be challenging to find qualified substitutes, but the district is working with a new agency to increase fill rates. A shortage of substitutes was an obstacle Roy Clark Elementary faced this year.

Student Behavior

When analyzing behavior data, we saw that 91 students were responsible for 151 behavior incidents at Roy Clark Elementary. Of those 91 students, 4 accounted for 18.5% of Clark's behavior incidents. Clark had one high-needs first grader whose behavior led to a different school placement to best meet that student's needs, which was the choice of the parents, not Clark's. A few of the students had to spend time in a behavioral health facility. Regarding behavior incidents when sorted by federal race or ethnicity, incidents involving students of Asian, Pacific Islander, and white Ethnicities along with students with 2 or more races reported the fewest percent and Hispanic and Black the highest. Hispanic is the Majority Federal Race in our school demographics. 5th and 4th had the highest percent of suspensions, but Clark had a major decrease in kindergarten suspension from the prior year.

Clark's strength is that most students are engaged in appropriate school behavior and do not lose academic time addressing behavioral concerns. Also, one of the students responsible for many discipline referrals could get the support needed and an academic environment to best serve his needs. As academic data suggested, training in culturally responsive teaching could help. Furthermore, the support of school personnel such as behavior technicians and counselors and more social-emotional training for school staff is needed to help reduce behavior incidents. The support of an outside counselor from FCS to support students and family needs is also important. The support of an instructional coach to aid in classroom management techniques as well as instructional strategies is needed to help support students and teacher needs to decrease behavior incidents that disrupt the learning environment. Compared to last year the

number of suspensions in Kinder and 2nd grade went down while the other grades went up. Black and white student suspensions decrease by percentage, but Hispanic percentage of suspensions went up. The number of out of school suspensions increased compared to the year before.

School System and Perception Data

Professional Development

On-going professional development:

Roy Clark Elementary conducted on-going professional development in teacher clarity and culturally responsive teaching. We held two in person professional development training courses with the provider and classroom teachers. Plans are to continue the on-going professional development by connecting the professional development work of culturally responsive teaching with Teacher Clarity. We will utilize a consultant for two in-person training courses and specific grade-level coaching in the 2023-2024 school year.

Additionally, a small group of teachers signed up to be a part of the district's Word Study/Phonics Cohort for the 2022-23 school year. As part of this, these K-3 classroom teachers and specialists opted to participate in voluntary LETRS training. Another cohort will be completing LETRS training in the 2023-2024 school year. LETRS is a program that focuses on the science of teaching reading and equipping teachers with research-based strategies that help students with reading challenges.

End-of-year professional development survey:

The entire Clark Staff was invited to participate in an end-of-year survey. Clark has 20 classroom teachers and three specials' teachers. There were 34 responses, 26 of which were certified teachers for a response rate of 76% among certified teachers. Future surveys should seek to find ways and times that are convenient for staff so that survey responses are received at a higher rate.

When asked about their professional development needs. Survey responses indicate that the top three areas of interest for professional development were ELA, Math, and Visible Learning/Teacher Clarity. The fourth most popular response was Social/Emotional Learning.

Responses indicate Roy Clark elementary needs professional development and resources in ELA/Math, Visible Learning/Teacher Clarity, and Social/Emotional Learning. The preferred method of study is with grade level teams and instructional/EL coaches. Virtual learning and coaching in the classroom alongside a coach were also highly favorable methods of professional development. Roy Clark needs to provide resources such as funds for substitutes so that grade-levels can collaborate, instructional and EL coaches can work with teachers, as well as professional development opportunities for Visible Learning/Teacher Clarity and, Community/Social-Emotional learning.

2023 OU Capacity Report

Union Public Schools works in collaboration with the University of Oklahoma to develop school capacity reports. Teachers, Students, and Parents are invited to participate in a survey the aims to evaluate organizational capacity for each site. As part of the 2023 report, 20 teachers, 58 4th grade students, and 31 parents/guardians responded. The following is a summary of the 2023 Clark Elementary report and its findings regarding student responses.

Teacher Responses

Roy Clark Elementary Teachers responded to a series of prompts regarding workplace satisfaction. An area of strength is that Clark teachers feel a strong sense of faculty belonging, competence satisfaction, job satisfaction, organizational commitment, enabling school structure, leadership behavior and principal support of teacher psychological needs, teacher work-place connectedness, faculty trust in colleagues, faculty trust in principal, and transformational leadership behavior all scored the highest and were within the threshold for a favorable response. Scores were lower and regarding collective teacher efficacy, program coherence, autonomy satisfaction, principal support of student psychological needs professional development opportunities, teacher burnout, and strategic plan were in the range just lower than favorable. Also, in the range just lower no scores were calculated which was not the case from the year before where teacher burnout was just one year prior. This is also reflected in the Roy Clark Elementary retention rate of 84%. This data is an increase over the 21 and 22 school years. Clark elementary focused on developing our vision and building culture which we believe reflects this statement. Nevertheless, there is a need for social and emotional and organizational support to develop more trust among stakeholders. It is positive to note that 13 out of the possible 18 indicators showed a positive trend to more favorable than in the 2022 school year and that we did not score any indicator lower than a 4.13 rating.

2022 OU Capacity Report

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Student Responses

The following is a summary of the 2023 Clark Elementary report and its findings regarding student responses. Clark's strengths were in the students' perception of the support they receive at Clark Elementary. Scoring in the favorable response range were students' perception of the school mission of 100% college and career readiness and community relational support. Clark students scored just below the favorable range in the areas of Autonomy Supportive Instruction, Competence Supportive Instruction, Growth Mindset, Home Academic Emphasis, Student Identification with School, Student Trust in Teachers, Peer Relational Support, Safety, and cyber-bullying. Clark students scored in the unfavorable range in their perceptions of bullying, trust in students, children's hope. An area of need for student support is building trust in one another, bullying awareness, building hope of creating a sense of self-agency in pursuing their own goals. Roy Clark Elementary needs to continue to support these students so that their mastery of skills progresses and their perceptions of trust in teachers, growth mindset, competence supportive instruction and autonomy supportive instruction continues. Clark Elementary needs to provide programs and staff to continue to drive instruction, learning, and sense of trust in schools and ownership of the mission of 100% college and career ready. That means Clark needs certified teachers and instructional coaches to provide academic support for these students. Furthermore, during and after-school tutors, reading partners, summer school programs and teachers could also provide additional time to master skills not yet gained. Opportunities for after-school programs and family events for students to participate and enjoy hobbies and activities outside of the school day will continue to build identification with school and a sense of hope.

Parent Responses

Union Public Schools works in collaboration with the University of Oklahoma to develop school capacity reports. Teachers, Students, and Parents are invited to participate in a survey the aims to evaluate organizational capacity for each site. As part of the 2023 report, 22 teachers, 47 4th grade students, and 16 parents/guardians responded. The following is a summary of the 2022 Clark Elementary report and its findings regarding parent responses. An area of strength is that parents' perception is favorable regarding their trust in the school, the quality of education their students receive and the school's outreach (their sense of belonging in the school community). Only two areas scored in the just below favorable range: parent/guardian growth mindset and community outreach. Clark Elementary parents did not have as favorable responses to growth mindset, the belief that challenging work can lead to change no matter how talent or talented a person is, and the need was not fully met for community outreach.

Clark Elementary needs the continued support of a parent liaison who can communicate with families and help bridge school and home. The need to identify supports needed so that families trust and feel connected to the school, so that students have the resources and supports they need at home so that barriers to academic and social/emotion and physical growth are removed.

Additionally, as a community school Clark Elementary invited parents to complete a survey. The survey was sent to all families at Roy Clark Elementary. 120 households responded, 57 English speaking, 66 Spanish speaking, and 3 others. Regarding their need, families responded that gifts for holidays, holiday meal assistance, and food were the greatest need. Other high needs were clothing assistance, vision, and dental assistance. Clark Elementary's greatest need is to continue the community schools' approach and have a parent liaison that works with the school, families, and community partners to meet these needs.

The Clark families also had the opportunity to respond to a Title I needs assessment survey. With 50 respondents (24 in English 26 in Espanol). Respondents were asked to respond using a rating scale of 1 (low/unfavorable) to 10 (high/favorable). This survey had some similar themes in its prompts, but with different results than the community schools survey. The most favorable response was that parents have a high satisfaction with Clark being a safe school (9.33). The next two highly favorable categories are the elevated level of satisfaction parents feel with helping their child with schoolwork at home and believing that their child's teacher can meet their academic needs (both with a score of 9.02). When comparing the 21-22 school data to the 22-23 school data we note two areas with an increase which are parents feeling connected to Clark elementary and seeing an increase in their child's stamina and problem-solving ability when tackling challenging work. We believe these increases are in direct reflection with Clark elementary's focus on Social Emotional Learning and Teacher Clarity. Respondents rated the lowest on the area in their feeling of connectedness with other families with a score of 6.03, for school understanding of and respect for their child 8.72, an average score of 8.79 for positive communication regarding their child at an average score of 8.79 for how well the school communicates with their family. Of most concern was parents' lack of connectivity with other families at Clark (average score 6.03).

Survey results indicate that while parents trust our school and feel confident regarding the quality of instruction their child receives, they would like their child to better communicate whether their child is meeting their learning goals at school. They also want to feel connected to other families. Clark Elementary needs the support of a community schools coordinator to help coordinate programs to meet parent needs outside of the school day including assistance with holiday gifts, assistance with food or clothes, helping their child with schoolwork at home and/or connecting to other families. Increasing parental involvement and education as well as providing opportunities for them to connect with one another continue to be needed for the stakeholders at Clark Elementary.

Summary

Student & Parent Strengths

Clark's strengths were in students' perception of the support they receive at Clark Elementary, the belief in the school mission of 100% college and career readiness and community relational support. An area of strength in a parent's perception is their trust in the school, the quality of education their students receive and the school's outreach (their sense of belonging in the school community). Clark's parents have a high satisfaction with their child's teacher meeting their child's academic needs and parents feel their students are safe at school. Parents feel connected to the school, appreciate school understanding of and respect for their child, and value how the school communicates with their family.

Student and Parent Needs and Priority Focus

While most students are growing in English Language Arts and Math proficiency, there is much room for improvement. Across all grade levels and including a variety of metrics, most students end the school year below grade level benchmarks. With that in mind, Clark Elementary needs to:

1. Increase the percentage of students reaching proficient or above in Reading by 10%, with a focus on our most at-risk students as measured by STAR Early Literacy and Star Reading.
2. Increase the percentage of students reaching proficient or above in Math by 10%, with a focus on our most at-risk students as measured by STAR Math.
3. Increase parental involvement, communication, relationships, and parental education to provide classes that meet the community's needs, quality school events, volunteer opportunities, and increase parent knowledge of academics: teaching practices, standards, and curriculum. Family attendance at events, parent volunteer sign-up sheets and survey data will help measure our success.

Staff Strengths

An area of strength is that Clark teachers feel sense of faculty belonging, competence satisfaction, job satisfaction, organizational commitment, leadership behavior and principal support of teacher psychological needs, intent to leave, teacher work-place connectedness, faculty trust in principal, enabling school structure, and transformational leadership behavior.

Staff Needs and Priority Focus

Staff needs center around teacher faculty trust in students, colleagues, administration, and parents, collective teacher efficacy, program coherence, autonomy satisfaction, enabling school structure, and strategic plan.

With that in mind, Clark Elementary Teachers need to:

4. Grow and implement our instructional practices through ongoing, embedded professional development and coaching cycles (i.e.: visible learning, teacher clarity, culturally responsive teaching, English Language Development – strategies and scaffold and academic vocabulary-, social and emotional learning, and trauma responsive practices) to increase academic growth, increase student engagement and develop positive student/teacher relationships for our most at risk population.

Metrics to measure this include surveys, behavioral data, attendance data and academic data.

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.

Schoolwide Plan Strategies

1.
The Title I leadership team has collected and analyzed the data from the comprehensive needs assessment and has identified needs and prioritized focus areas.

These needs and prioritized focus areas are:

1. Increase percentage of students reaching proficient or above in Reading by 10% with a focus of intervention on our most at-risk students.
2. Increase percentage of students reaching proficient or above in Math by 10% with a focus of intervention on our most at-risk students.
3. Increase parental involvement, communication, relationships, and parental education in order to provide classes that meet the community's needs, quality school events, volunteer opportunities, and increase parent knowledge of academics: teaching practices, standards, and curriculum. Family attendance at events, parent volunteer sign-up sheets and survey data will help measure our success.
4. Grow implement our instructional practices through ongoing, embedded professional development and coaching cycles (i.e.: visible learning, trauma responsive teaching, English language Development – strategies and scaffold and academic vocabulary-, social and emotional learning,) in an effort to increase academic growth, increase student engagement and develop positive student/teacher relationships for our most at risk population.
Metrics to measure this include surveys, behavioral data, attendance data and academic data.

The identified most at-risk subgroups are:

- Economically Disadvantaged/Title I
- IEP/504 students with disabilities
- ELL

The identified most at-risk Federal Race/Ethnicity Groups are:

- Hispanic
- Black/African American

Our needs and prioritized focus areas, as well as our identified subgroups were utilized to create the school wide plan for Roy Clark Elementary. The adopted curriculum and resources and Roy Clark Elementary support our subgroups. The core curriculum includes My Math, Number Corner, Scholastic Literacy, Super Kids, Union's Literacy Framework, Savvas, and Studies Weekly for 3rd grade. Social Studies is embedded in literacy in K-2 classes through content area trade books. Twig Science, and Project Lead the Way are evidenced-based science programs that promote higher order thinking and problem-solving skills which align with the Oklahoma Academic State Standards. Our district's Literacy framework, Scholastic Literacy and Super Kids support the balanced literacy gradual release model. Students participate in whole group mini lessons, independent reading time, strategy groups, guided reading, shared reading, and writing. These practices allow maximum individualized instruction to meet student needs. Teachers utilize embedded curricular assessment resources, Star Early Lit. and Star Reading/Math to assess students and make targeted, skilled small groups to meet various learner levels.

Our Scholastic Literacy and Superkids curriculums have lessons for all students. In addition, our reading curriculums have English Language Development components and intervention components to address the needs of our English Learner and IEP/504 students who have been identified as the subgroups most at-risk. Our teachers may use these intervention components during small group lessons scheduled each day, which connects language development with the whole group lesson concepts taught. Our Special Education teacher may utilize these elements of the curriculum during direct instruction and collaborative instruction. These curricular resources also include enrichments, re-teaching strategies, and vocabulary supports to meet the specific needs of our subgroups.

Small group reading intervention, STAR data, SIPPS, Orton-Gillingham and intervention support from curricular resources provide evidence-based guided reading/literacy skill group support for our below level readers. Our Reading Specialist, Language Arts Specialists (511), retired, certified in-school tutors, and Paraprofessionals working under the direct supervision of a certified teacher (511/RSA) utilize these resources to support our students in reading. Students are identified for this intervention during our scheduled intervention time based on their individual reading data. Reading small groups are closely monitored and adjusted based on student growth to continue to promote mastery.

My Math, an evidence-based program, emphasizes problem solving and learning concepts. Teachers have access to Math Reads books; trade books designed to reinforce math concepts through literacy. Online resources are provided to scaffold the content for our EL students and our IEP/504 students, which tie directly to the lesson objectives and the state standards to support our identified subgroups.

Fluency routines and number talks are instructional strategies used as a part of the math curriculum and provide additional opportunities for students to practice the math skills previously taught. These curricular resources include enrichments, re-teaching strategies, and vocabulary supports to meet the specific needs of the subgroups.

Number Corner is a skill building program that utilizes the classroom calendar. providing daily practice as well as continual encounters with broader mathematical concepts in 15–20 minutes of engaging instruction. Teacher's engage students in daily workouts that introduce, reinforce, and extend skills and concepts related to the critical areas of study at each grade level. New pieces are added to the display each day, providing starting points for discussions, problem solving, and short written exercises.

Ongoing professional development with the Instructional Coach, EL Coach, and Consultant in areas such as visible learning, trauma responsive teaching, teacher clarity, learning intentions, success criteria, levels of engagement, data cycles, standards alignment, English Language development, EL strategies and scaffolds, and goal setting supports differentiated learning for our subgroups. Over 90% of Clark students live below the poverty line. A large percentage of students and families at Clark present with various high needs from the effects of trauma, poverty, lack of social/emotional regulation, etc. Professional Development will continue to be provided to support our staff in the areas of trauma responsive practices and social/emotional learning.

2.

Clark Elementary will meet the needs and prioritized focus areas identified from the Comprehensive Needs Assessment by providing multiple opportunities and continued use of evidenced-based interventions for students in need. Such opportunities include:

- District and site professional development
- Daily intervention time
- Tutoring in/out of the instructional day
- Programming during and after the school day

- Parental involvement
- Assessments
- Electronic Data Wall
- Planning Days
- PLC & Data Teams
- Use of Technology
- Attendance Tracking
- Child Study Teams (CST) – Tiered supports for academics
- Active and engaged administrative staff

District and Site Professional Development-

Instructional Coaching- coaching cycles with our instructional coach (511), using Jim Knight's Impact Cycle. Teachers improve by setting goals, identifying and implementing specific teaching strategies. Teacher and coach continuously monitor student progress until the goal is met. Professional development with our Instructional Coach is provided in areas such as visible learning, teacher clarity, learning intentions, data teams, success criteria, assessments, standards alignment, goal settings, Trauma Informed Practices, etc.

EL Coaching- Teachers receive one-on-one EL coaching cycles to help shelter various language levels in the classroom and provide English Language Development support. During these coaching cycles, the EL coach and classroom teacher look at EL student ACCESS data within the domains of listening, speaking, reading, and writing. The goal of the coaching cycles is to strengthen and shelter the whole group lessons to support language growth with the EL students in the classroom. Language objectives are embedded in the lesson and designed to work together with content standards.

Visible Learning/Teacher Clarity and Trauma Responsive Practices: The continuous work with visible learning and the work centered on trauma responsive practices will be an active part of coaching cycles with our instructional coach, EL coach, and Teacher Clarity consultant as they work on goals and planning to support the instructional strategies employed by teachers to meet our students most at risk. During the 2022-2023 school year, teachers utilized a Teacher Clarity consultant alongside the instructional coach and EL coach to implement learning intentions, relevancy, and success criteria into the classroom.

Reading- District and site PD will continue with prioritizing standards, identifying success criteria, creating common formative assessments, utilizing evidence-based strategies that have a high effect size, instructional strategies utilized, and vertical alignment to promote mastery of state standards.

Math- We will continue the work centered around creating learning opportunities for our students to problem solve and for students to gain a conceptual understanding of math content to make connections between ideas and concepts. We are fully implementing math fluency routines in every grade level to support number sense and problem solving.

Trauma-Responsive Practices- ongoing professional development during monthly meetings with staff over trauma-responsive practices to help teachers grow in proactive and responsive measures and help students learn to self-regulate to promote student engagement and increase academic learning time and achievement for our most at risk students. In the summer of 2022, a group of teachers and administrators attended a Trauma Fellowship PD and a Hope training at the district level. In the summer of 2023 staff continued to receive the above-mentioned training. Ongoing professional development in trauma informed practices and the Science of Hope continued throughout the 22-23 school year during faculty, leadership, and parent meetings. We will continue this work going into the 23-24 school year with the support of a consultant (511) to further equip our staff and deepen their knowledge of teaching students who have or who are experiencing adversity. Trauma responsive practices have been implemented at the site level: Community Circles daily, Nurture Groups weekly, Focus Groups for critically low HOPE students, and parent sessions were held to support the work of Hope with our families.

Daily Intervention Time-

The focus for intervention during this block of time is to support students who have been identified as performing below benchmark in reading and math. During intervention time daily, classroom teachers, Reading and Language Arts specialist, retired, certified in-school tutor, and paraprofessional, working under the direct supervision of a certified teacher, provide intense interventions for specific identified skills individually or in small groups in the area of reading and math. Teachers and specialists monitor the intervention through Star CBM and AIMS WEB. In addition, our leveled library in the bookroom provides resources for guided reading support.

Our Reading Specialist, Language Arts Specialists (511), and In-School Retired Certified Tutor will utilize resources to support our students in Reading. Students are identified for this intervention during our scheduled intervention time based on their Individualized Reading Levels, STAR assessment scores, and common formative assessments collected in the classroom. Reading small groups are closely monitored and adjusted based on student growth to continue to promote Reading mastery.

Tutoring in/out of the instructional day-

Retired Certified teachers provide push-in support during the school day to support identified students in reading and math (511/RSA/ESSER) and certified and support staff provide tutoring after school (511/RSA/ESSER). Our parent liaison coordinates after-school tutoring for students who need additional support.

Programming-During and after the school day-

Reading Partners program supports the literacy growth of our students through weekly targeted, one-on-one reading tutoring for students identified as 1-2 years below grade level. STAR testing is done to identified students that meet this criteria.

Our parent liaison works with all families and students to coordinate after-school programming and helps to connect our families and students with resources that remove barriers that can otherwise hinder students from learning. Parental and community involvement opportunities are based on the school's need and the building site team's collaborative effort. Our Community School Components are reviewed yearly with our community partners. Our community partners provide an active mentorship program for our students and multiple after-school enrichment programs. Based on parent feedback provided on surveys, we strategically plan for on-site activities that give families an opportunity to connect and grow together such as, English as a Second Language class, parenting classes, Parent Nights, etc. to build a strong school and home connection. Parent Surveys also note that they need support in the areas of medical, dental, and mental health. We select after-school activities that outside programs and community partners offer. We support our families with holiday help, meal assistance, car seats, and connect them to resources in the community. We hold book fairs to promote the love of reading. A parent resource room with computer access is open for families throughout the day as well as a clothing closet, school supplies giveaways, etc.

Community Circles in every classroom is built into our master schedule. Community circle time includes a greeting, rules, check-in, question of the day, and an activity. The goal of this designated time is that community is built, and students leave the circle feeling connected. The community circle supports our students' needs to build social emotional capacity.

Nurture Groups are held weekly to support students with attachment needs. Weekly lesson plans focus on life skills and giving and receiving acts of nurture. Students are selected by teacher recommendation based on the needs of the student to support social emotional learning.

Parental Involvement-

Parent-teacher conferences are held two times a year to discuss academic achievement, social/emotional and behavioral development with the expectation of 100% participation. Meet the Teacher/Back to School Nights are held at the beginning of the school year to inform parents of our grade level expectations; we cover curriculum, assessments, attendance, communication, parent involvement opportunities, and community resources.

Our Annual Back to School Block Party, Meet the Teacher/Back to School Nights, PTA sponsored events, After-School Showcase, Open House for after-school programming, 5th grade graduation, Family picnics, Turkey Trot, Color Run, Glow Dance, Movie Night, HOPE family sessions, Bingo, Parent-teacher conferences, and Community Literacy nights are implemented to encourage parents to be active participants in their child's education. Title 1 (511) funding is used to pay teacher stipends for parental involvement.

Assessments-

Various forms of data are collected including OSTP, CRT, STAR, ACCESS, IRL, formative assessments, etc. The STAR test is given in Math and Reading at least 3 times a year. This data, along with running records, assessments embedded in the curriculum, and classroom common formative assessments are reviewed at data meetings to identify which students are still struggling with specific concepts. Students are identified and an action plan for intervention is made to address specific skills and strategies in small groups. Grade level teachers, the instructional coach, administrators, and specialists throughout the building analyze this data. HOPE data for our 3rd-5th grade students is collected beginning, middle, and end of the year and is analyzed for supports to build our students HOPE level, based on the Science of HOPE.

Electronic Data Wall-

All students' STAR, Independent Reading Level and District benchmark assessments are charted and monitored for progress as a site and by individual grade levels. This data is used to inform our decision-making, instruction, and intervention. The data collected is looked at quarterly at PLC meetings (511) with the instructional coach, classroom teachers, and administration.

PLC/Data Team-

PLC/Data meetings with the instructional coach, classroom teachers, and administration are held to look at student assessment data and plans are made for targeted interventions and re-teaching strategies. Learning intentions and success criteria are created for each grade level essential standards and are monitored throughout the school year. Teachers use CFAs to analyze student mastery of each standard and determine the instructional strategies they will implement to further support student proficiency. The team will collaborate to identify additional strategies to impact individual growth and strategies to differentiate instruction. Students not making enough progress with the essential standards of ELA and Math will be identified. The data will be collected and charted in Teams. PLC/Data Teams meet monthly. Title I (511) funds will be used for sub days.

Planning Days-

Planning Days are scheduled throughout the year to continue to support or ongoing professional development in curriculum and standard alignment, planning for instruction using evidence-based strategies that have high effect size based on John Hattie's work with *Visible Learning*, and planning lessons being trauma responsive to our most at-risk learners. Title I (511) funds will be used for sub days.

Use of Technology-

Teachers and students use iPads (K-2) and laptops (3rd -5th) to enhance learning and assessment in the classroom. Applications such as CLEVER, Seesaw, Pebble Go, Renaissance, and Imagine Learning will increase time on tasks and allow greater individualization for our students. Imagine Learning is an evidence-based, individualized, online platform that supports language and literacy. Data reflects language growth as well as literacy growth. Program components are aligned to the WIDA Standards and the Oklahoma Academic Standards. Students can access these online programs using mobile technology such as laptops and iPads. Staff will use iPad/Laptops (511), applications and programs for instructional purposes and to address identified needs. The data from these programs, such as Seesaw, Imagine Learning, and Renaissance Learning will provide academic data to be reviewed and used to guide instruction and progress. Data from online sources will be used to monitor effectiveness and access apps related to growing their reading and math skills while promoting engagement.

Each teacher has a Smart Board or Smart TV in his/her classroom. Instruction is interactive and hands-on with these tools. Classrooms have a document camera to model instruction and promote engagement.

Attendance Tracking-

We track attendance weekly and design action plans based on our attendance matrix: teacher and other staff make phone calls to see how we can support the family, parent conferences with teacher and administrator to discuss absences, and home visits for those families approaching the chronic absenteeism mark. These action steps have been designed to support and educate our families on the importance of attendance. We also provide positive incentives for students to promote regular attendance. We focus on parental education and the importance of attendance in the school setting and through social media.

CST tiered supports for academics and behavior-

These meetings look at student data to identify struggling students for our Response to Intervention tiered support system and progress monitoring. Based on data, the classroom teachers, Reading Specialist, Language Arts Specialist, retired, certified in-school tutor, Reading Partners, Skilled Builder, Special education teacher, Speech pathologist, EL coach, Instructional Coach, ESSER interventionist, school psychologist, and administration analyze the data, determine what level of tiering support a student may need to support learning, determine targeted, skill based intervention, and progress monitor student achievement to determine what other support the student may need to continue to progress.

Student health, mental health, social and emotional needs, counseling, and speech services are also addressed during these meetings to wrap around the whole child.

Active and Engaged Administrative Staff-

Administrators are engaged through visibility and availability, building wide walk-throughs, teacher observation, PLC/Data meetings, professional development planning, planning days, parental involvement events, and collaboration with the

instructional and EL coach to ensure fidelity of successful implementation. When a teacher exhibits the need for growth, administrators and the instructional coach actively provide support that may include modeling, coaching, mentor teacher observations, book studies, etc.

Title 1 (511) funding may support literacy and math instruction, language arts specialists, paraprofessionals, working under the direct supervision of a certified teacher, tutoring during the day, afterschool, and summer school to support small group reading and math instruction, instructional coaching, parental involvement, and parent liaison, technology, and English language development. PD and training over visible learning, trauma responsive teaching and social-emotional learning. Clark may purchase supplemental materials to support literacy such as leveled books, books for classroom libraries and guided reading instruction materials, literacy-based instructional activities that promote phonics, phonemic awareness, phonological awareness, and other materials that support literacy. Math manipulatives, supplemental math materials and software will also be potential purchases. To support students' social-emotional learning and teachers' trauma-responsive practices, programs and materials may be purchased. Funds may be set aside for EL assessments, EL materials, language acquisition, and development materials. Title I (511) funding will be used for subs during PLC/Data meetings and Planning Days.

Title 1 funds may also be set aside to purchase or attend the following: PD books, consultants, virtual training, travel in and out of state, materials and workshops and training that support literacy instruction, math instruction, social-emotional learning, teacher clarity, trauma-responsive practices, high yield teaching strategies, play-based initiatives, and EL strategies.

Funds may be utilized for technology software components for both math and reading and technology hardware such as iPad, iPad covers, laptops, document cameras, headsets, earbuds, and storage/charging stations for iPads and laptops.

3.

Monthly child study team meetings known as CST provide a time to address the whole child's needs. These meetings include principals, classroom teachers, counselors, school psychologists, instructional coach, EL coach, reading specialist, special education teacher, and speech pathologist. Students are also identified for counseling services with the school counselor or with our full-time, on-site counseling. These meetings include identifying students for our Response to Intervention tiered support system and progress monitoring. Student health, mental health, and speech services are also addressed during these meetings.

Each year we plan how to best support our students and families to help ensure a seamless transition from one grade level to the next. We develop a transition plan for students. Vertical teams plan for transitions in curriculum and instruction as well as procedures. Our youngest students entering school in prekindergarten may enroll in "Pre-K Camp". Our parent liaison coordinates Pre-K camp for the four-year-old students one week prior to school starting. Students attend school for half a day to get to know the school structure and timeline. They are placed with the teacher they will have for pre-kindergarten, so relationships can begin immediately during this transition. All enrolled prekindergarten students and new students in kindergarten and first grade are invited to participate in an academic screening before the school year starts.

Families are also highly encouraged to attend Meet the Teacher/Back to school Night to promote the building of school-to-home relationships. Our teachers are an integral part of the placement of students in the next grade level as they know the characteristics of both the students and the teachers in the next grade level. This placement process allows the receiving teachers to work with the families from the beginning to develop relationships. The principals and parent liaison are available to new families during the summer and throughout the school year to help the transition process become a positive experience.

Lastly, our fifth graders transitioning to sixth grade have support such as a "Moving Up" day at the 6th/7th Grade Center. Administrators, counselors, and special education staff meet with the sixth-grade staff to address the needs of our outgoing students.

Our Meet the Teacher/Back to School Night is structured to create a more intimate time for parents to become familiar with grade level teachers and provide an opportunity to welcome families and prepare for the year ahead with information about grade level curriculum, standards, assessments, and modes of communication.

4.

Our Student Assistance Team (SAT) meets upon identification of a student who needs behavioral, emotional, or social support. The team includes the principals, counselor, psychologist, Family and Children's service counselor, behavior tech, nurse, and classroom teacher. During this meeting, the student needs are shared, and an action plan is established. Action steps may include providing mental health services for students and/or family, connecting medical resources, devising an informal behavior plan, and using the behavior tech for behavioral support.

Tier I: Classroom strategies (Teacher Classroom Management Plan)

- Buddy room
- Re-direction
- Cool off space
-

Tier II: Additional supports

- Parent contact
- In class informal behavior plan
- Breaks with behavior tech are used to help students self-regulate

Tier III:

- Collaborative meeting with counselor, teacher, principals and behavior tech and school psychologist
- Formal behavior documentation/Behavior Plan
- Office Referral-consequence in or out of the school

5.

Our school follows a Response to Intervention process for all students identifying and supporting students on various levels both academically and behaviorally. Every 6 weeks, grade level teams meet with the principal, assistant principal, speech pathologist, certified school psychologist, school counselor, and special education teacher, and instructional and EL coach to identify students that are working below grade level. For students performing below level (under the 40th percentile) on the Universal screener (STAR), they may be placed in small group instruction of no more than 5-7 students (Tier III Universal) and have four 20-minute sessions per week. Certified teachers, Reading Specialists, Language Arts Specialists, retired certified in school tutor, and Reading Partners are responsible for monitoring progress weekly. At the grade level meetings (CST), data from progress monitoring is graphed and the team decides if there needs to be a change in evidence-based interventions, if a goal needs to be adjusted, if more support is needed, or if the student is meeting grade level expectations.

If a student is not progressing at the Tier III Universal tier, it may be determined that a student needs additional support, a student may enter Tier III Skilled Intervention. Several considerations are discussed for students entering Tier III Skilled Intervention such as attendance history, hearing and vision screening results, Tier II and Tier III Universal data progress, and English Learner status (overall ACCESS score, time in the country, and consultation with the English Learner team lead). Once a student enters Tier III Skilled Intervention, an additional 10-20 weeks of intense interventions are given. There are no more than three students per group and interventions are given daily for 30 minutes. Our skill builder and ESSER interventionist, under the direct supervision of our school psychologist, is responsible for implementing evidence-based interventions with fidelity and weekly progress monitoring with AIMS Web Plus. At the end of the 10-20 weeks, decisions are made regarding if a student is ready to continue with Tier III Universal support, remain in Tier III Skilled Intervention, or be referred for evaluation for Special Education services.

6.

Due to being a community school there are numerous after-school opportunities to extend student learning and encourage family involvement in academics such as Literacy Nights, Community Nights, and after-school programs. These programs consist of academic tutoring, sports, fine arts, STEM, leadership, and other enrichment opportunities.

Retired, certified teachers and classroom teachers, provide tutoring in and out of the school day to extend students learning opportunities and support students working below benchmark in reading and math. Salaries are funded through Title I (511/RSA/ESSER) funds. Summer programming is provided for K-4th grade students and is funded through Title I (511/RSA/ESSER/Activity) funds. Our goal is to bridge the summer reading gap and provide opportunities to read with direct instruction, preventing the summer slide. Summer programming may involve Summer Reading Academy, tutoring, bookfairs, and family engagement events.

7.

Each year our team plans a comprehensive professional development plan aligned with our district strategic plan. At the site level, teachers are surveyed according to their needs and the data is analyzed to determine site professional development needs. Based on the survey, staff requested training on trauma informed practices, teacher clarity and strategic small group instruction for the 2023-2024 school year. Teachers stated they would like more in-depth training on relationship building with parents, students, and community. This training will help teachers and staff be responsive to the wide variety of student needs to help them become engaged and have ownership of their learning, resulting in higher student achievement.

Teachers also receive coaching through coaching cycles with our instructional coach (511), using Jim Knight's *Impact Cycle*. Teachers improve by setting goals, identifying and implementing specific evidence-based teaching strategies. Student progress is continuously monitored until the goal is met. Quarterly data meetings with the instructional coach are held to look at student assessment data and plans are made for targeted interventions and re-teaching strategies. Collaboration days are scheduled monthly to continue to support our ongoing professional development in curriculum and standard alignment, planning for instruction using evidence-based strategies that have high effect size based on John Hattie's work with *Visible Learning*, and planning lessons being culturally responsive to our most at risk learners. Title I (511) funds will be used for sub days for professional development opportunities, planning days, data meetings, and collaboration built-in to the school day to analyze student data.

Teachers receive one on one EL coaching cycles to help shelter various language levels in the classroom and provide English Language Development support. During these coaching cycles, the EL coach and classroom teacher look at EL student ACCESS data within the domains of listening, speaking, reading, and writing. The goal of the coaching cycles is to strengthen and shelter the whole group lessons to support language growth with the EL students

in the classroom. The classroom teacher, in collaboration with the EL coach, decides the direction he/she would like their coaching to go with the focus to impact student learning. Using domain data, the classroom teacher and coach can plan lessons to increase student learning in those areas.

Professional development centered around creating learning intentions and success criteria in each content area will continue to support our ongoing professional development goals. Teachers will engage in an ongoing cycle of data teams. Teacher Clarity and collective efficacy in data teams each week promote mastery of literacy and mathematics. Once assessment results are received, teachers analyze the data and use it to make data-informed decisions about next steps and future differentiated instruction in their classrooms.

In the summer of 2022, a group of teachers and administrators attended a Trauma Fellowship PD and a Hope training at the district level. In the summer of 2023 staff continued to receive the above-mentioned training. Ongoing professional development in trauma informed practices and the Science of Hope continued throughout the 22-23 school year during faculty, leadership, and parent meetings. We will continue this work going into the 23-24 school year with the support of a consultant (511) to further equip our staff and deepen their knowledge of teaching students who have or who are experiencing adversity. Trauma responsive practices have been implemented at the site level: Community Circles daily, Nurture Groups weekly, Focus Groups for critically low HOPE students, and parent sessions were held to support the work of Hope with our families.

District PD and summer professional development opportunities are offered to all teachers and support improvement in math and reading, social and emotional learning, targeted small group instruction, and EL instruction.

The continuous work with visible learning and the work centered around culturally responsive teaching will be an active part of coaching cycles with our instructional and EL coach as they work on goals and planning to support the instructional strategies employed by teachers to meet our students most at risk.

Clark's comprehensive professional development plan may utilize Title I (511) funds for book studies, sub days, stipends, virtual training, consultants, or travel in and out of state to attend a professional conference to support teacher growth in our prioritized focus areas.

8.

At Union Public Schools, we deploy multiple measures to recruit new, highly effective, state certified teachers. We host a Union Job Fair, where administrators can interview several candidates and share information about our great district early in the hiring process. We attend university career fairs at all local job fairs and send district representation to all those that are not local. We develop and maintain relationships with senior level students who complete part of their degree requirements within the Union district and are observed to be highly effective. Union maintains active partnerships with local universities who regularly request placements for students, tours of facilities and speakers for events. To retain teachers, we provide district and school professional development throughout the year provided by district personnel and our Instructional Coach. District organization of curriculum alignment and pacing provide teachers with the necessary support and collaboration. Mentor teams are developed to assist teachers during their first years. District provided and school supplemented new teacher training supports retention of teachers. Additional observation and feedback conferences for all probationary teachers provide support. Collaboration, allows for teachers to build collective efficacy and teacher clarity with their team over identified essential standards, setting success criteria, agreed upon instructional strategies, creating formative assessments, and analyzing data to promote mastery of standards. Union provides a competitive salary schedule and benefits package. Additionally, staff members who have our PPO insurance have access to an employee clinic that provides little to no copay, some medications, and quality health care. Tuition reimbursement for staff who desire to get a higher degree is provided. When funds are available at year-end, a retention stipend is given to returning staff.

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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
ESSER	\$50,000
Bond	\$20,000
RSA	\$18,870
Title	\$319,160
PTA	\$7,000
Activity	\$8,437.44
General	\$14,105

Coordination of Funds: federal, state, and local funds are used to provide support for all students, parents, and staff within the school-wide site. The below outlines how funds are braided throughout the Title I plan to support all stakeholders and programming. 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 I (511): Our Title I funds are used to provide language arts specialists, paraprofessionals, working under the direct supervision of a certified teacher, and an instructional and EL coach to help students and staff with strategies to improve academic achievement. 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 funds are also used for tutoring during the day and after-school programming involving reading and math instruction, and summer programming designed to decrease the summer slide. The skills to be taught within the group are determined through ongoing formative assessments, STAR assessments, running records, etc. Reading Sufficiency Act (RSA) funds are also used to provide paraprofessionals, working under the direct supervision of a certified teacher, and tutors to help students improve academic achievement in grades K-3. RSA funding also supports summer programming for identified students not making adequate reading progress in grades K-3.

511 funding and bond funds are used to purchase technology (iPads and laptops), online resources, equipment, materials, and subscriptions to promote individualized and engaging learning opportunities in reading and math to promote academic achievement.

511 funding will provide stipends to continue professional development over trauma informed practices and social emotional learning.

PTA funding supports hospitality with our Title I parent meetings. PTA supports recognition and award items for academic student accomplishments. PTA supplements funds for students and families' tangible needs. PTA purchases supplies for after-school programming and Community Literacy Nights.

511 funding and RSA will also be used to purchase professional development reading materials and instructional materials and manipulatives. 511 funding will provide support teacher training using subs and coaching cycles. Title II-A (541) funds provide Districtwide Teacher Trainers that provide professional development and support to improve the effectiveness of our leaders and teachers to improve academic achievement for all students. General funds (9059) are used to ensure that EL children and youth are achieving at their highest levels. Paraprofessionals, working under the direct supervision of a certified teacher, help to close the gaps for these students. Title III-A (572) funds support bilingual

materials, translations services, districtwide professional development to provide evidence-based practices that will increase EL student achievement. Title X Homeless (596) funds support Homeless Liaison services, transportation, supplies/materials to remove all barriers. IDEA Flow-through (621) Special Education student services, including teachers. IDEA Early Intervention (623) Behavior Tech-Title I. Title VI Indian Education provides a part-time tutor to support the Native American youth in improving their reading and math skills as well as provide STEAM and cultural enrichment opportunities.

General fund, site budgets and activity funds are used to purchase additional classroom materials. Clark uses site and activity money to buy supplies, equipment, and additional classroom materials to meet classroom needs.

Clark receives grant funding from the following community partners to support after-school programming to engage our students in extra-curricular activities that promote academic instruction and individualized support, enrichment and real-world learning, health and wellness and community problem solving: Gelvin Foundation, Flint Foundation, QT Grant, and Emerson.

Additionally, due to the global pandemic COVID-19. ESSER Funds were provided to school districts across the nation. Clark Elementary supplemented Title 1 and local funds for summer programming, tutoring, and early childhood assessments. ESSER funds provided stipends for See-Saw for teachers and Zoom licenses.

The following is a list of evidence-based programs currently being implemented.

Math:

My Math is utilized in grade levels K-5. The Title I Instructional Coach will also work in collaboration with each grade level to plan and implement math units designed around essential standards and concept development. Number Corner is a supplemental math intervention program used for targeted intervention and fluency routines.

Phonics and Spelling:

Roy Clark Elementary uses SuperKids phonics program, Wiley Blevins from Phonics to Reading and Building Vocabulary.

Reading:

Roy Clark Elementary utilizes Superkids and Scholastic Literacy in conjunction with the Oklahoma State Standards.

Language Arts:

Roy Clark Elementary participates in the Reading and Writing Workshop Model

Science:

Clark resources include Twig and Project Lead the Way. These are utilized in all grade levels.

Social Studies:

Saavas in 4th and 5th grade is used for Social Studies, Social Studies Weekly is used for 3rd grade, and K-2 teach Social Studies through their literacy lessons.

Once reform strategies are determined, an assessment of needs is completed to determine how to meet the goals for reform. These needs are determined through assessment data and research of evidence-based practices. Additionally, funds for subs and /or stipends may be needed to provide teacher training aligned to the reform strategy. All funding streams are reviewed to determine the appropriate source for each need.

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 team at Clark Elementary 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 Clark Title I 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 and entered into an EXCEL spreadsheet. The Title I leadership team uses 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 built-in data teams. An electronic 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 I Instructional Coach, Principals, and Classroom Teachers throughout the school year. If a student is not making adequate progress, the team develops an action plan targeted for the student's individual needs. The team also reviews student data during regularly scheduled CST meetings, through the RTI process, students in need of additional intervention are identified and receive appropriate services.