



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-2024

DATE LAST REVIEWED	
Date:	7-12-23

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

SCHOOL INFORMATION	
School Name:	Jarman Elementary
School Site Code:	140
Principal Name:	Shawna Thompson
Telephone:	918-357-4335
Email address:	Thompson.Shawna@unionps.org
School Poverty Rate	80.32%

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.

1. At Jarman Elementary, we use multiple strategies to increase family and community involvement. At the beginning of the school year, a welcome packet is distributed to all families with a Title I family/school compact outlining the shared responsibility for student academic success, a calendar of school events and other informative documents about how to get involved at Jarman Elementary. A fall family event is planned yearly to welcome families and community partners back to school. Title I family meetings are held three times per year to share our Title I plan, communicate updates and upcoming events, share the parent involvement policy, and to elicit feedback from families regarding our Title I plan. In addition, we utilize scheduled PTA meetings to increase awareness of Title I school wide information. Each year, we host a variety of family events, including Family Math Night and Family Literacy Night. These events are centered around a theme to entice family participation, and community partners are invited to participate and engage with families. Parent Teacher Conferences are held a minimum of two times per year with a goal established to meet with 100% of our families. Communication is distributed through a variety of platforms, including a monthly school newsletter, ConnectEd phone calls/emails/texts, teacher email distribution lists, and TalkingPoints. Other strategies to get families engaged in our school community include PTA events, field trips/outings, grade level picnics, guest speakers and readers, moving up parent meetings, and our winter and Valentine's Day parties. Additionally, efforts are made each year to reach out to and welcome new families and our Pre-K and Kindergarten families to help them get connected early in their child's education. Transition opportunities are planned each year to help students beginning school or transitioning the next level. For example, Pre-K families are invited to be a part of Pre-K camp to help students and families get acclimated to school. All these opportunities strive to connect with families of those most at-risk by sharing available resources, creating opportunities to interact with the school and staff, and maintaining positive relationships.

2. Parental involvement is an integral component within our Title I schoolwide plan. The success of our students is dependent upon the partnership of parents and our school community. For this reason, we strongly encourage and actively recruit parent and community participation in the development and ongoing monitoring of our plan. Title I family meetings are held a minimum of three times per year. The first meeting gives families an overview of Title I and the plan components of a school-wide program. Assessment data is shown to families and instructional growth strategies within the plan are communicated. A plan for Title I expenditures (based on needs assessment data) is shared with families. A parental involvement policy, developed by our Title I committee, is distributed in paper, and multiple electronic formats, in English and Spanish. Translated documents are made available for families upon request. Parents are also given information regarding how to become an active member on a decision-making committee, such as our Title I committee. The second and third meetings communicate plan updates and Title I expenditures and provides families opportunity for input through a survey. Title I meetings are scheduled prior to a school event, such as our Family Literacy and Math Nights, to increase engagement. Parents of those most at risk are personally invited to be a part of Title I committee meetings. Additionally, to further enhance the connection between home, school, and the community, a portion of our Title I budget is designated to providing a full time Parent Liaison as of the 23-24 school year. Previously, our budget allowed for a part-time parent liaison. Our Parent Liaison works with all families to increase parent engagement within our school. The Liaison also works with community partners to provide after-school programming and other resources for our families. Parental feedback continues to indicate a strong sense of connection to our school and teachers. Our families love Jarman staff and the opportunities to be involved.

3. At Jarman Elementary, our mission is to prepare and ensure 100% of our students excel academically and socially, are college and career ready upon graduation, and become responsible citizens. Upon reflection of our vision statement with our Title I committee, we adopted an all-encompassing vision motto of “U Matter” in the 2022-2023 school year. This vision still remains strong as we enter the 23-24 school year. We believe with this vision; our students will become empowered to achieve at their highest potential in all curricular areas. We believe in student engagement, building a sense of community and educating the whole child. Our team also developed a theme for this year, which is “Our Winning Season”. This theme will help us to work together as a team, set intentional goals, and celebrate progress. Our primary focuses for this year continue to be: 1. Safety and well-being 2. Social and emotional learning 3. Building positive relationships 4. Academic learning and growth. The vision and mission of Jarman Elementary was developed by the Title I leadership team and is revisited and revised yearly by the committee.

Jarman’s Title I Committee:

Shawna Thompson, Jarman Principal, Parent
Alli Blankenship, Assistant Principal
Scott McCrary, Parent Liaison
Paige Bergin, Instructional Coach
Carrie Combs, School Counselor
Julie Pensa, Jarman Secretary, Parent Representative of Native American
Tamarah Danzy, Parent Representative
Orlando Hawkins, Parent Representative
Jessica Ridge, Special Education Teacher
Hope Hudspeth, Pre-K Teacher
Sterling Shidler, Kindergarten Teacher
Ashley Hanslovan, 1st Grade Teacher
Meagan Cornelius, 1st Grade Teacher, parent
Connie Brown, 1st Grade Teacher
Sara Perez, 2nd Grade Teacher
Rachel Rhees, 3rd Grade Teacher
Lauren Meyer, 3rd Grade Teacher
Sarah Kidd, 4th Grade Teacher, Parent
Lacey Dake, 5th Grade Teacher, Parent
Denise Thomas, 5th Grade Teacher
Emily Mose, 5th Grade Teacher
Melissa Turner, Specialty Lead Teacher
Grace Roberts, Specialist Lead Teacher, Parent
Tina Vollmer, Special Education Lead Teacher
Mary Adriahna Myers, Paraprofessional, Parent
Joy Cheek, Title I aide

4. All Title I documents distributed by the school and communication regarding Title I are provided in English and Spanish. Documents are made available in all other languages upon the request of families. Our district provides a list of bilingual staff to provide interpretation services in multiple languages for events such as Meet the Teacher, Back to School Night, Parent Teacher conferences, etc. Additionally, Language Line is used to provide interpretation services for all languages when needed for communication at any time. Notification of all Title I events are communicated through a variety of platforms, including ConnectEd, via text, call, and email, as well as Talking Points and Jarman’s SMORE newsletter, which are both translated into multiple languages. Our Title I plan can also be viewed on our district website. The website has a translation box that will translate documents into eleven different languages.

2. Comprehensive Needs Assessment

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

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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

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

1. Jarman's Title I Schoolwide Plan is developed based on a comprehensive assessment of needs, including performance/academic achievement data, non-performance data, process data and perception data. Our leadership team reviews a variety of data to determine schoolwide needs and to address the needs of children not meeting academic standards and those at risk of failing. Performance data includes state assessment data on the OSTP as well as STAR Early Literacy, STAR Reading and STAR Math, which are nationally normed, standards-based assessments given to all students grades K-5. Students' scores are reviewed each year to determine areas of need and focus for instruction. Other performance data utilized in the Comprehensive Needs Assessment include district developed CRTs for students in grades 3 through 5. These assessments are criterion based and administered three times per year to measure proficiency of state academic standards. At primary grade levels, we utilize curriculum embedded phonological assessments to gather data about emerging literacy skills and students' reading readiness. Additionally, English learners are assessed using the WIDA assessment. This assessment gives students an ACCESS (Assessing Comprehension and Communication in English State-to-State) score, which helps us plan instructional strategies to support language level needs. Non-performance data, including attendance and discipline data are tracked and monitored through Power BI within our student management system, Infinite Campus. Our team has developed multiple strategies to help us gather feedback from stakeholders and assess the needs of our community. A family survey is distributed at the second and third Title I parent meetings and allows for parents to make suggestions for improvement during the year. At the end of the school year, families and teachers are asked to complete a Title I Needs Assessment survey to help inform decision making for the next school year. The data collected is analyzed by our Title I leadership team to determine program effectiveness, family engagement/involvement, and to identify the strengths and ongoing needs of our school community. In addition to this data, our district works in collaboration with the University of Oklahoma to survey our families, staff and students on the culture and climate of our school and district. The University of Oklahoma summarizes the information and shares the results with our school and district.

2. Jarman Elementary serves approximately 676 students from Pre-k through fifth grade. We have a very diverse population, which includes multiple ethnicities and socio-economic groups. Approximately 80% of our population receive free or reduced meals. Within our school boundaries are 10 apartment complexes; many of which are Section 8. Our student demographics have remained consistent over the past ten years. In order to better understand the analysis of data and identified needs, a breakdown of demographics is listed below: 15.2% of students qualified for special education services, 18.9% of students enrolled are English learners, 14.5% of students receive services for Gifted and Talented, and 23.4% of our population is mobile. Our student ethnicity breakdown is as follows: 22.8% White, 19% Hispanic, 25% Black, 11% Asian, 18% Multi-race, and 3% American Indian.

Analysis of Academic Data:

When looking at OSTP scores in Reading and Math, it is obvious our students are still recovering learning lost due to the pandemic. Although we continue to see proficiency levels lower than years prior to Covid, we do observe small gains in a couple of areas, including cross-sectional data for 4th grade ELA from 21-22 to 22-23, which increased from 9% proficiency to 21% proficiency. ELA longitudinal data for the 5th grade 22-

23 class as compared to their 4th grade data also increased from 9% to 17% proficiency. The same is true of cross-sectional data for 4th grade math as we saw an increase from 15% (21-22) to 26% (22-23) proficient. Lastly, math longitudinal data for the 4th grade class in 22-23 increased from 20% in their 3rd grade year to 26% in their 4th grade year. In Science, we unfortunately see the lowest proficiency rate we have had over the past four testing years (2019-2023), which is 22% proficiency. This excludes 2020 when students did not take the OSTP. Factors such as, NFAY (Non-Full Academic Year) and chronic absenteeism continue to play a huge role in final performance scores.

In 3rd grade, final OSTP data shows 21% meeting proficiency in reading and 15% meeting proficiency in math. The reading proficiency rate in 3rd grade decreased by 4% from the previous proficiency rate of 25% in 2021-2022 and math decreased by 5% from 20% to 15%. Both subject areas have yet to reach pre-pandemic proficiency levels, which were greater than 30% in 2018 and 2019 in 3rd grade. When analyzing OPI scores, we find 12 students on the reading assessment and 13 students on the math assessment who were within 10 points of meeting proficiency. Had these students met the OPI cut score, proficiency rates would have increased to above 30% (excluding factors, such as NFAY data).

In 4th grade, overall data shows 21% meeting proficiency in reading and 26% meeting proficiency in math. This same group of students had a 25% proficiency rate in reading and 20% proficiency rate in math as 3rd graders on the OSTP. When looking at proficiency rates as a grade level, 4th grade increased in both subject areas from the previous year's data, both by more than 10% in reading and math proficiency. Fourth grade has also yet to recover to pre-pandemic proficiency rates, which were above 30% in 2018 and 2019. Similarly, we find there were 18 students in reading and 16 students in math who were within 10 points of meeting proficiency. Had these students met the cut score, proficiency rates would have increased to 38% in reading and 41% in math.

In 5th grade, OSTP final data shows 17% met proficiency in reading and 14% met proficiency in math. This same group of students had a 9% proficiency rate in reading and 15% proficiency rate in math in 2022. Additionally, this group of students had a 22% proficiency rate in science. Similar to 3rd and 4th grades, 5th grade has yet to recover to pre-pandemic proficiency rates in reading and math, which were in the mid-thirties in 2019. Prior to this year in science, we saw an increase in proficiency rates on post pandemic scores (2021-27%, 2022-35%) as compared to pre-pandemic proficiency rates, which were 28% in 2018 and 32% in 2019. When analyzing OPI cut scores, 5th graders were also found to have had 15 students in reading, 11 students in math, and 7 students in science within 10 points of meeting proficiency. Had these students met the OPI cut score, reading proficiency rates would have increased to 33%, math would have increased to 26%, and Science would have increased to 30% proficiency- all still lower than pre-pandemic proficiency rates.

When looking at STAR assessment data, our overall reading data reflects growth in rate of proficiency across all grade levels Kindergarten through 5th grade, with the exception of 4th grade, which dropped in proficiency percentage from 53% to 46%. This finding is similar to previous years where we see growth in Kindergarten, 1st, 2nd, and 3rd grades and slight drops in our upper grades including 4th and 5th. Although, this year we saw growth in 5th grade from 27% proficient in the fall to 34% proficient in the spring. The growth on 5th grade STAR reading data was a nice change given a decrease in fall to spring scores the previous two years. This same group of students also had the largest gain on OSTP scores from their 4th grade to 5th grade year, growing from 9% to 17% proficiency.

The most significant growth occurred in our Kindergarten group, which increased from 30% proficiency in the fall to 63% proficiency in the spring on the STAR Early Literacy Assessment. Kindergarten also had the highest gain in proficiency rate growth in the 21-22 school year. The second highest proficiency rate increase occurred with our 1st graders. This group grew from 52% to 74% proficiency. Our 4th grade group, who had a drop in proficiency rate from fall to spring (53% to 46%), was surprising to see given this group had the highest gains in proficiency rate growth in the 2019-2020 school year as 1st graders, the 2021-2022 school year as 2nd graders, and the 2nd highest gain in proficiency rate growth in their 3rd grade year. Last year as 3rd graders, the same group of students ended with 73% of students meeting proficiency, so a drop to 46% is significant. Overall, 5th grade had the lowest percentage of proficiency across all grade levels with 34% scoring proficient. The second lowest percentage of proficiency was the 4th grade group.

When looking at subgroups, our 1st grade group is the only grade that showed growth in proficiency across all ethnicities. Our 5th grade also made growth across all ethnicities, with the exception of Native American who remained stagnant. We saw the greatest gains among our Native American subgroup in 1st and 2nd grades with 50% to 100% gains, although this subgroup is the second smallest population of students among all subgroups. Our Hispanic subgroup also made significant gains across a few grade levels, including Kindergarten and 1st grade with over a 40 percent gain in proficiency rates. Our multi subgroup mirrored those gains of 40 percent in both kindergarten and 3rd grade. Our white subgroup had growth in proficiency rates across all grade levels, except in 4th grade, which had a 2% drop. This is similar to previous years of data, where our white subgroup typically grows in proficiency rates across all grade levels. This group's rate of proficiency ranged from 41% to 80%, which is similar to the range in 22-23 of 50% to 85%. While our black group had one of the lowest proficiency rates among subgroups in 5th grade of 21%, overall, this subgroup no longer has the lowest proficiency rates across the majority of grade levels as we have seen in the past. This group has been identified as a priority group over past years. Our Hispanic subgroup this year has some of the lower proficiency rates across 2nd through 5th grades, with the 4th grade Hispanic group scoring the lowest proficiency rate of all subgroups with 18% proficiency, excluding our Native American subgroups in Kinder (1 student) and 3rd grade (4 students), which had a 0% proficiency rate. Our black subgroup had a range of 21% to 67% and is one of two subgroups to have two grades with a decrease in proficiency. This includes our black 3rd and 4th graders and our Asian kindergarten and 4th grade subgroups. Our Asian subgroup typically outperforms all other subgroups in proficiency with high proficiency rates across the board, This year is no different in 1st grade, 3rd grade, 4th grade and 5th grade. In 2nd grade our Asian subgroup comes in a close second behind our Native American subgroup with an 86% proficiency rate. Overall, all subgroups reflect growth, with the exception of 4th grade, who had a drop in proficiency rates. This does not include Native American and multi 4th graders, which remained the same from spring to fall.

Similar to STAR reading data, math data reflects overall growth across all primary grade levels. Our 4th grade and 5th grade groups had slight drops in proficiency rates of 1% to 3%. Unlike reading, we do not see as high of growth ranges, with the largest growth only ranging from 56% to 73% proficiency in kindergarten. The other two grades who experienced growth are 2nd grade and 3rd grade, who each had a growth percentage of six. Although data from the 22-23 school year showed positive gains in 1st grade, 2nd grade and 5th grade from the previous year when comparing same grade level proficiency, we now only see growth in 3rd grade, which increased from 49% proficiency in the 21-22 school year to 54% proficiency in the 22-23 school year. This same 3rd grade group also made growth from their 2nd grade year when considering the longitudinal data for this group of students. All other longitudinal data suggests significant drops from their previous year, including our 2nd grade group who dropped from 73% as first graders to

49% as second graders. Although, our 4th grade group only dropped 6 percentage points from their 3rd grade year. In 5th grade, we see a couple of subgroups who remained stagnant in their growth from fall to spring, including our white and Native American groups, and our black group who dropped 2 percentage points.

When looking at our ethnic groups, math data is very similar to reading data in that our 1st grade group is the only group to have made gains across all subgroups. Additionally, primary grades reflect more growth than our upper grades. In 3rd grade, 4th grade, and 5th grade, we see drops among 3 subgroups in those grades. In 3rd grade, our white, black, and Native American groups saw a decrease in proficiency. Our black and Hispanic groups both saw a decrease in proficiency in 4th and 5th grades. Additionally, our Native American group dropped in 4th grade and our multi group saw a drop in 5th grade. The most significant drop occurred with our 3rd grade Native American subgroup, which only has 4 students. All four scored below proficiency in the spring. In math, our black group and Native American group underperformed all other subgroups with some of the lowest proficiency rates, ranging from 13% to 57% for our black group and 0% to 100% for our Native American group. The Native American group is one of our lowest populations. Their 100% proficiency rate only includes 2 students. Our Asian subgroup continues to have higher proficiency rates, just as this group does in reading. Rates range from 57% in 5th grade to 100% 1st grade. This group does have one decrease in proficiency, which is from 100% to 86% in 2nd grade, which is still a very high proficiency rate. Our white subgroup follows closely behind with a range of 46% in 4th grade to 80% in 1st grade. This group also had one drop, which was from 60% to 53% in 3rd grade. Overall, there is a mix of gains and decreases across all subgroups, unlike reading data, which reflects overall growth.

Our district CRT assessments are given three times per year in grades 3 through 5. Proficiency is a score of 70% or greater. ELA Proficiency, including advanced percentage rate is 22% in 3rd grade, which stayed the same from 21-22. In 4th grade, proficiency was 39%, which increased from 21% proficiency the previous year when examining cross sectional data. In 5th grade, proficiency was 20%, only dropping 1% from the previous year. Math proficiency for 3rd grade, including the advanced category, is 13%, which dropped from 19% in 21-22. In 4th grade, proficiency was 17%, which is up from 5% the previous year. Lastly, our 5th grade math proficiency was 13%, also up from 7% the 21-22 school year. CRT data indicates a very close correlation with OSTP data, with the exception of 4th grade. An example of the alignment we see includes our 5th grade math data, which had 13% on CRT and 14% proficiency on OSTP. Another example, is our 3rd grade ELA scores, which show 22% proficiency on the CRT and 21% proficiency on the OSTP. District CRT data for our site indicates low performance across the board with the highest proficiency score only reaching 39% on ELA in 4th grade. While scores remain low, we do see the lowest category (Below basic) decreasing significantly, which indicates a trend in the right direction. An example of this is our 4th grade group who had 93% below basic in math in the 21-22 school year. This year, below basic for the same grade level was only 40%. When compared longitudinally, the 4th grade group had 63% in the below basic category as 3rd graders that decreased to 40% in their 4th grade year. We are hopeful this data is an indicator of positive growth in the coming years.

An analysis of ACCESS performance scores was also completed and supported significant growth among our EL student population when comparing students' growth over the past year. Data shows 61% of our students meeting the growth target of .5 or higher, which represents a full year's growth on the ACCESS test. This number decreased slightly by 4 percent from the previous year, where 65% of our EL students made adequate growth of 0.5 or more. While this number represents a large number of our EL students, we are also happy to see that another 24% showed some growth even though it wasn't a full year's growth. This means 85% of our students made growth! However, not all students showed growth. We had 9% who

showed a loss in growth and 6% who remained stagnant and showed no growth or loss. Additionally, 20% of our students qualified as FEP (Fluent English Proficient), which increased from the previous year of 7%. We attribute much of this success to having a full-time EL instructional coach. The support she provided teachers and student has been incredibly valuable and evident in our data.

Analysis of Attendance data:

Jarman's overall attendance rate for the 2022-2023 school year was 91.86%, which is down from 92.13% in the 2021-2022 school year. While attendance rates were at or above the overall average in upper elementary grades of 3rd, 4th, and 5th, lower elementary grades fell below the average, with the exception of 1st grade who was slightly above average. Like the previous year, our Kindergartners once again had the lowest attendance rate, which was 89.45%, down from 90.2% in 2021-2022. Reading data for our Kindergartners surprisingly indicates significant proficiency rates despite lower attendance rates. Our 3rd grade students had the highest overall attendance rate among the grade levels, which was 93.83%, followed closely by 5th grade who had an average attendance rate of 93.22%. When looking at ethnic groups across all grade levels, our Asian subgroup continues to maintain the overall highest average attendance rate of 94.63%. The Asian subgroup's attendance rate could be a contributing factor in their higher performance levels in the majority of grade levels. Our Black subgroup had the lowest overall average attendance rate of 90.99%. This is a slight increase from the 21-22 school year, where they had the lowest average attendance with a rate of 90.45%. As a subgroup, our Black student attendance rate was below the school's overall average in all grade levels except 3rd grade and 4th grade. The Native American subgroup, who previously had the lowest attendance rate for the 2019-2020 and 2020-2021 school years, have now increased to an attendance rate of 91.85%, nearly meeting the schoolwide average of 91.86%. It should be noted that this subgroup represents a low percentage of our student population, including only 22 students. Chronic absenteeism continued to trend upwards in the 2022-2023 school year, with 28% of students missing 10% or more of total school days, and 29% of students approaching chronic absenteeism. This is up from 25% of students identified as being chronically absent and 27% approaching chronic absenteeism in the 2021-2022 school year. While chronic absenteeism increased in all grade levels, with the exception of 4th and 5th grade, we saw the most significant rise in chronic absenteeism in our Pre-K, Kindergarten, 1st, and 2nd grades. These grade levels had chronic absenteeism rates ranging from 57%-72%. Several factors impact our attendance rates, including a continued high mobility rate, which was 23.4% in the 2022-2023 school year. We do see that this mobility rate continues to decrease, and it is down from 30% in 2021-2022, and 42.8% in the 2020-2021 school year. When looking at ethnic subgroups, we see the highest mobility rates are among black students, who had a mobility rate of 29.6% in 2022-2023. They are followed by Native American students, who had a mobility rate of 27.3% and Hispanic students who had a mobility rate of 21.5%. This is significant when considering student achievement data in the same subgroups. Additionally, we continue to see a large number of students being identified as homeless, which includes 41 students in the 2022-2023 school year. Trends in previous years have indicated that attendance rates are higher for students who stay at Jarman more than a year.

Jarman's overall staff attendance rate was 92.4%. This is down slightly from the previous year, which was 92.7%. We had a total of 551 absences by certified staff, out of a possible 7224 days. Of these absences, 46% were sick leave (251 absences), Other types of leave included 22% personal (123 absences), 21% professional (117 absences), 5% funeral/bereavement (30 absences), 3% athletics (19 absences), 0.5% fine arts (3 absences), and 1% other (8 absences). Our professional leave, which is a welcomed leave type, more than doubled this year, increasing from 9% to 21%. Another significant change included our sick leave types, which decreased from the previous year of 63% to this year's rate of 46%. Covid leave was a leave

type in 21-22, but it was no longer a leave type in 22-23. This past year, our team made efforts to increase the opportunities for staff to enjoy one another inside and outside of school. A social committee was formed to plan intentional events to enjoy and celebrate one another. We believe when our staff feel a sense of belonging, they will want to be at work, therefore increasing staff attendance. A focus on "team" this year and "Our winning season" will help with creating this type of environment. Our team will continue intentional planning for staff gatherings with personal invites to staff from team leads.

Analysis of Discipline data:

School-wide discipline data shows us 84% of students at Jarman did not receive a discipline referral throughout the school year. There were a total of 272 incident reports, which involved 109 students in Kindergarten – 5th grade. This is an increase from the previous year, in which 67 students were involved in 188 incidents. Out of the total incidents, 58 occurred in kindergarten, 51 occurred in both 2nd grade and 5th grade, 42 occurred in 1st grade, 36 occurred in 3rd grade, and 34 occurred in 4th grade. When looking at our focused subgroup data, we see that 161 out of 272 incidents involved 55 black students, 112 out of 272 incidents involved 37 SPED (IEP/504) students, the majority of whom suffer from severe trauma, and 257 out of 272 incidents involved 100 economically disadvantaged students. 18 students involved in 64 incidents fall into all three of our focused subgroups of black, SPED, and economically disadvantaged. Our Black subgroup continues to remain the highest group to receive referrals, more than doubling that of our Asian, Native American and Hispanic subgroups combined. Our work with Dr. Sorrels has given our teachers support in working with students experiencing trauma and using strategies for self-regulation, however, continued work in this area is necessary to find strategies that will be successful to those most severely impacted by trauma. We still believe that we made significant progress with students through preventative behavior groups with our behavior tech and nurture groups with our full time ESSER Interventionist. More work is necessary to provide additional support with regard to discipline. We see a continued need to build capacity for trauma responsive strategies to help students be successful in the classroom as well as sensory lab and classroom behavior support resources. The administrative team, which includes the principal, assistant principal, and instructional coach along with a lead teacher attended a fellowship in the summer of 2022 with Dr. Sorrels. After attending, we felt it was important to send another cohort to this summer fellowship and in the summer of 2023 our behavior tech, an ER2 para, and one title I para were able to attend. The knowledge, tools, and continued support will foster greater capacity in this area.

3. An analysis of student, staff, school, and community strengths and needs was completed using a variety of perception data. Feedback from family surveys indicated various strengths and areas for improvement. An overwhelming number of parents expressed their satisfaction with our school, whether they shared the love and appreciation they have for Jarman staff on the site family survey or the trust they instill in us on the OU family survey. Trust and Parent Satisfaction continue to be strengths indicated by scores greater than 5 on the OU family survey. Rated slightly higher than Trust and Parent Satisfaction are Quality of Instructional Program and Holistic Learning. Following closely behind, but still one of the highest scores above a 5, is School Outreach. The only score not above a 5, but still a 4.37, is Parent Guardian Growth Mindset. For several years now, families continue to indicate they feel a strong connection to the school and to their children's teachers. Families scored their connection to the school at an average of 8 on a scale of 1 to 10. This is down slightly from the previous year, but we had far less parents complete the site survey this year. We anticipated positive feedback with school connection given the increased opportunities to be involved as a parent this past year after lifting Covid protocols. One of the most noted strengths in previous years has been how welcomed families felt in the school and their appreciation for the family engagement experiences offered to them. Communication was also noted as a strength this year as it has been in previous years.

Nearly 84% of families indicated they believe Jarman communicates effectively. This score is also down from previous year of 93%, but we attribute all lower scores to the lower number of surveys. The safety of our students was also identified as one of our strengths with an average score of 8.6 on a scale of 1 to 10, also slightly less than the previous year of 9.1. We believe this score will rise significantly with the newly renovated front entry and office area, which is much more secure than the previous set up. Lastly, and similarly to school year 2021-2022, families indicated Jarman does a great job in meeting their student's academic needs. On a scale of 1 to 10, families scored this area an average of 8.2, down from 9.1 the previous year.

While families feel a strong connection to the school and staff, families would appreciate opportunities to connect with other families through events, such as Cultural Night, Family Fall Festival, Movie Night, Student Showcase of Learning, Family Game Night, and Popsicles on the Playground. Other suggestions included offerings on how to help their child at home, additional support in the area of social and emotional guidance, and tutoring support for our Spanish speaking families. While communication and School Outreach ranked as strengths, a few suggestions to improve communication included more timely communication regarding weekly updates and learning objectives. This will ensure families are aware of what is happening in the classroom. The communication tools we currently have offer us greater ability to get timely and accurate communication out in a family's home language. Previous data indicated a need for a more streamlined communication tool versus multiple methods/platforms. Talking Points has been a valuable communication tool for our teachers and staff to provide this streamlined communication.

The feedback received from the site teacher survey as well as the OU survey is overwhelmingly positive. The OU survey is overwhelmingly positive with 12 out of 20 indicators higher than a score of 5 and highlighted in green on a scale of 1 to 6. Another five indicators follow closely behind with an average of 4+ and are highlighted yellow. Only 3 of the 20 indicators are red, which fall below a 4 and indicate a concern. The highest score received on the 22-23 OU survey is Faculty Trust in Principal with a score of 5.41. The indicators very close to this score are Professional Development Opportunities (5.35) and Principal Support of Teacher Psychological Needs (5.29) and Principal Support of Student Psychological Needs (5.25). This feedback is encouraging and helps me as a leader to ensure teachers feel supported. Positive feedback on the site teacher survey included praise for our instructional coach and the professional development they received through individual and team coaching cycles as well as staff trainings to meet their goals and needs. Last year, we began our journey to provide teachers with support in clarity of instruction. Our staff worked with a Corwin consultant, Dr. Kristen Barbee, who provided a solid foundation for teacher clarity. This support was a wonderful beginning to get teachers on board with learning targets and success criteria, for those ready. Continued work for onboarding teachers as well as continued clarity support will be a focus for our upcoming school year. Additionally, staff appreciated our Social and Emotional professional development we received with our district Hope team and with Dr. Sorrels, child development expert. Teachers have continued to appreciate the knowledge and strategies they have learned from Dr. Barbara Sorrels and feel better equipped to handle students with challenging behaviors resulting from trauma. The training our Hope team delivered was very effective and offered the Hope Hub as a resource teachers could implement immediately. In addition to the fabulous PD we received, our teams indicated they loved the time they had to collaborate with one another and the support they received from our site specialists. Additionally, we had a strong staff buy-in for after-school programming, which allowed us to offer extensive opportunities for students that we have not been able to offer in the past. As mentioned before, our staff prioritized building "Positive Relationships" and worked hard to plan intentional time for staff to enjoy one another inside and outside of school time. This was recognized as something staff appreciated on the survey. Jarman

has always shown the love they have for one another and the appreciation we have for each other as individuals and not just staff members. We believe the positive feedback received is a direct reflection of our staff, their character and mindsets as they serve the students and families in our school, often times sacrificing themselves and their families as many face hardships and personal situations. Teacher feedback also identified areas for improvement and ongoing needs. A focus on safety and wellbeing, continued work on building positive relationships, and social emotional learning continues to be a priority in identified needs for ongoing improvement. When students succeed in these three areas, we should see academic growth. For this reason, these four areas continue to remain our key priority goals. The OU survey, while overwhelmingly positive, does indicate a few lower scores in red, which include Teacher Burnout (3.88) and Trust in Parents (3.88) and Students (3.85). Burnout has continued to be a concern over time and is something we try support as we consider the load teachers carry. Trust in Parents and Students dropped from the previous year, where it was in the yellow category. Although red now, these scores are higher than they were pre-pandemic. Other yellow scores include Autonomy Satisfaction (4.28), Intent to Leave (4.63), Job Satisfaction (4.67), Program Coherence (4.58), and Strategic Plan (4.89). The site teacher survey also indicated other areas for continued improvement. While few teachers indicated a desire for increased support in the area of deeper coaching with regard to teacher clarity, academic data suggests work is still necessary in these areas. Our district has also made significant strides in providing curricular resource handbooks highlighting grade level essential skills and pacing guides to inform our planning and instruction. Ongoing professional development to identify clear learning targets, along with differentiated instruction and assessment aligned to standards is key to raising student achievement, especially given our state adopted ELA curriculum resources have only been implemented for one year. Teachers have requested to continue vertical planning to calibrate standards and better align resources and services for students. Additional responses indicate a need for continued support in the following: small group instruction (Tier 2 in the classroom), Student Engagement, Routines/Structure including Morning Meeting, Transitions, Interactive Modeling, etc., Social Emotional/Trauma Sensitive Instruction, Math Support (Resources, fluency routines, problem solving, standards, etc.), Writing Instruction, Phonics Instruction, and Standards Based Instruction. While teachers felt they made great progress with regard to positive relationship building, there is still a need for continued guidance for morning meeting and routines and structure support for next steps. Teachers value the professional development they have received in trauma-informed and trauma responsive instruction but continue to identify safety and wellbeing as well as social and emotional support as a priority for ongoing support. Lastly, a great deal of progress has been made regarding EL instruction and professional development support in our school and district. As a site, we now have 17 staff members who have obtained certification in English as a Second Language. Others are in the process or awaiting certification. Prior to the 22-23 school year, only 4 staff members were certified in ESL. Support with regard to EL strategies and scaffolds in order to better serve the language needs of our students continues to be an ongoing priority for our district. As of 21-22, our site secured one full-time EL instructional coach, which is necessary for meeting the demands of our growing EL population, which is 20% of our student body. We believe having a full time EL instructional coach is one significant factor attributing to the academic growth we see in our ACCESS scores. However, this year we are devastated to lose the full-time support and return to half-time support.

Student perception data is collected through the surveys distributed by the University of Oklahoma. Overall, survey data was an average of 4.4 on a 6 point scale, which indicates “agreeable” responses. Most responses were yellow (4 + range) with one response green (5 + range) and two red indicators (3 and below range). Although we have seen a decline in some indicators from 2021-2022, one of the areas we see improvement is Children’s Hope. This score increased from 3.91 (red) to 4.19 (yellow). This score surpasses the previous

highest score of 4.08 in 2021. This is encouraging data given the professional development and resources we have provided teachers this past year. Additionally, students still indicate concerns with regard to “Bullying” and “Cyber-bullying” as these categories have not changed. Bullying is still red (3.4) and Cyber-bullying is still yellow (4.42). Our counselor has done a great deal of work providing lessons for bullying prevention and supports student groups throughout the year. The particular grade level surveyed were the 4th grade students that had many bullying related issues requiring the support of administration. Concerns were brought to administrators by parents, students and staff. Other categories that scored slightly lower include Growth Mindset, Mission Ownership, Peer Relational Support, and Student Identification with School. The categories we see an upward trend include: Autonomy Supportive Instruction, Bullying, Children’s Hope, Community Relational Support, Competence Supportive Instruction, Home Academic Emphasis, Safety, and Student Trust in Students and Student Trust in Teachers. We are pleased to see the number of indicators trending positively and hope to see this pattern continue. Children’s Hope will continue to be a priority for our site and district, which will support overall growth of our priority goals, which are Social and Emotional Learning, Academic Achievement, and Safety and Well-being.

4. After careful review of all data noted above, a list of priorities was developed by our Title One leadership committee. The priorities are aligned with our site goals and are listed as follows:

Priority Goal #1- Safety and Well-Being

• **Action Plan –**

- Provide a safe place for students within the classroom to encourage and promote a safe classroom environment.
- Foster a common philosophy of discipline and expectations for our school. Implement school-wide discipline plan with clear tiered behavior strategies. Create cohesive classroom management plans for all teams.
- Develop and implement a more comprehensive school-wide safety plan complete with roles, action steps, and communication protocols.
- Provide intentional tiered interventions for students who need additional support with Social and Emotional well-being.

Priority Goal #2 – Social-Emotional Learning

• **Action Plan -**

- Foster the development of students’ social and emotional learning through modeling and other activities designed to help students recognize and manage feelings, build positive relationships, and encourage responsible and safe decision-making skills.
- Provide a safe and welcoming environment.
- Incorporate music and movement through rhythm-based activities school wide for the purpose of promoting self-regulation.
- Encourage use of Hope Hub and SEL library curated lessons to strengthen social-emotional health of students.
- Foster an environment of Hope for staff and students through focused professional development and partnerships.
- Continue focused professional development and collaborative partnerships with SEL experts in order to support students and staff.
- Continue to build SEL materials and resource library to support needs within the classroom and sensory lab.

Priority Goal #3 – Positive Relationships

- **Action Plan -**

- Aspire to make a positive difference in the lives of our students, staff, and community by creating a culture that fosters respect, responsibility, and safety.
- Implement daily morning meeting/family meeting to promote a positive classroom environment.
- Work hard and play hard...find opportunities to celebrate and encourage one another in fun and meaningful ways.
- Create cohesiveness with school leadership, community partners, Community Schools Parent Liaison, teachers, staff and families to expand learning opportunities for students during school and out of school time. Continue growing a network of partnerships to help children and families succeed.
- Create an attendance team to include site leadership, school counselor, Community Schools Parent Liaison, teachers, School Based Specialist, McKinney Vento Liaison, and other support systems to monitor student attendance, support families, and promote student success.
- Strengthen relationships with families through improved communication and by providing collaborative opportunities for parental engagement/involvement focused on student success.
- Create opportunities for Jarman students, staff and families to engage in and embrace the diverse culture within our school community.

Priority Goal #4 – Academic Achievement

- **Action Plan -**

- Create a guiding coalition/leadership team to carry out the goals and objectives of our school wide plan.
- Embed focused professional development for all staff through the support of the leadership team, instructional coach, and instructional partners to improve practices in all curricular areas. Focused PD includes Clarity, RTI/Data Teams, Hope, Trauma Responsive Instruction, and other evidence-based instructional practices geared to increase student achievement.
- Increase student achievement through the study and alignment of state standards, curriculum and assessments in reading and math in order to increase student achievement with the support of the instructional coach.
- Use data to inform instruction when collaborating and planning as a team; including coaching cycles, child study teams and collaboration/data team meetings. Incorporate collaborative opportunities for site specialists and classroom teachers to align standards and learning objectives and communicate feedback.
- Encourage teachers to partner with the instructional coach and EL coach in order to set and meet student centered goals.
- Increase depth of knowledge in teacher clarity through individual and team professional development opportunities to increase teacher efficacy.
- Implement teacher clarity to increase visible learning for students in the classroom. Use continuum of Teacher Clarity to determine individual next steps.
- Implement district selected curriculum resources and pacing guides with integrity in order to meet state standards and skills.
- Continue the implementation of academic intervention and enrichment to increase all levels of learning.

5. Our Title One plan evolves yearly, and the goals and strategies are evaluated to determine continuous improvement. Although we have not received notification of the need for targeted focus, our Black subgroup has been identified consistently in previous years as a subgroup not making adequate progress. We are pleased to see some growth within this subgroup on STAR reading and math data, particularly at the primary levels in reading and math and 5th grade in reading. Our Hispanic groups had some of the lowest proficiency rates among upper grades, with the lowest being 4th grade reading of 18%. In primary grades, the Hispanic group made greater gains. However, we see positive data with regard to our ACCESS data, which tells us some of our language learners within this subgroup are making growth with regard to language. Our Native American subgroup, which is one of the smallest groups of 22 students building wide, had the largest range of proficiency, with our kindergarteners and 3rd graders not meeting proficiency. This is particularly concerning and worthy of further investigation to ensure students' needs are being met and supports are in place. Last year was the first year we had a consistent part-time Native American specialist to support students, so we feel this group will increase achievement over time. Consistent with previous years, our Asian subgroup continues to outperform the majority of all subgroups, followed by our White subgroup. We can attribute some success to the right interventions and supports from site specialists, including our GATE specialist, EL Instructional Coach/Specialist, Reading Specialist, Language Arts Specialist, and Title I paraprofessionals.

One of the ways we have met the needs of our EL population who require direct language instruction, is to provide targeted support during our intervention block. Additionally, our reading team, including our Reading Specialist, Title I Language Arts Specialist and Title I Language Arts aide work with mixed groups of students, on or near the same reading level to provide intervention.

Covid protocols in the past limited our parental and community involvement in a significant way. Last year, was the first year it felt as though we were back to a “normal” type of year with regard to family engagement. We made several plans and implemented multiple opportunities for our families to engage with us in person. We believe families appreciated these efforts as we experienced high attendance and positive feedback. Perception data from teachers, with regard to the culture and climate of our school, continued to remain positive as well. We attribute this success to the many efforts of our staff to place focus on building relationships through fellowship inside and outside of school. We know we must continue to place priority on building positive relationships to maintain a positive climate and culture.

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.

1. Our district implements a literacy model utilizing district adopted resources, Superkids for Kindergarten through 2nd grades and Scholastic for 3rd through 5th grades, as our core curricular programs. Our literacy model includes a block of time for literacy practices, including whole group mini lesson, independent reading, strategy groups, guided reading groups, time to confer with students, share time, and shared reading and writing. These practices allow for maximum individualized instruction to meet student needs. Through small strategy and/or guided reading groups, teachers can identify and tailor instruction to support students' academic growth for all levels of learning. A Reading Specialist, Language Arts Specialist and Title I Language Arts paraprofessional (under direct supervision of certified teachers) work with small groups during an embedded intervention time to provide intensive reading support to our lowest performing students. Additionally, our intervention time is structured to provide direct language instruction to our EL students, who are assigned to groups according to language level. Imagine Learning, an evidence-based language program, is also utilized as a resource to all language learners. Math support is provided by a Title I Math paraprofessional (under direct supervision of certified teachers) who works closely with classroom teachers to provide interventions to struggling math students. Our math curriculum, My Math, is an evidenced-based program that emphasizes problem solving and learning concepts. Our district has implemented math fluency routines, number talks, and games from Number Corner to reinforce math concepts and anticipate new learning. Additionally, in order to provide our teachers with more resources for intervention, our district has purchased Bridges for both tier 1 and tier 2 support. Our SPED team collaborates with classroom teachers to reinforce grade level objectives through individualized instruction targeted to student goals within IEPs. Our mild to moderate SPED team also collaborates with classroom teachers and provides instruction through an alternate curriculum specific to students' Dynamic Learning Maps. We are also fortunate to have certified retired teachers who provide tutoring throughout the school day. Our lowest performing students, especially our Black, Hispanic, and Native American subgroups, are

given priority for additional layers of intervention support, including tutoring. We have a part-time Native American tutor who is able to support Native American students in core curricular subjects and provide support for wrap around services when needed. Support for teachers is provided by a full-time instructional coach. Teachers are provided routine support for instruction through deep coaching, team coaching cycles, professional development offerings, and ongoing standards study. The ongoing support of the instructional coach provides teachers with resources and instructional guidance to increase student achievement. Utilizing Jim Knight's Impact Cycle, teachers receive targeted deep coaching in order to set goals, implement strategies, and gather data to meet the needs of all students. In addition to instructional coaching, teachers are provided support for English Learners through our EL lead/instructional coach. ELD support is provided through intense training for teachers in six-week coaching cycles. In the 2022-2023 school year, we had the opportunity to work with Dr. Kierstan Barbee from Corwin to support teachers with creating learning intentions and success criteria for the purpose of teacher clarity. We have found this work to be beneficial to students and teachers, and plan to continue our work with Dr. Barbee in the 2023-2024 school year. In addition to our work with Corwin, we have found our team could benefit from support with Response to Intervention and Professional Learning Communities given our district's revised structure of tiered support. For this reason, we plan to work with a consultant from Solution Tree to support teachers in the RTI and PLC processes during the 2023-2024 school year. Other strategies that support teacher and student needs include district curriculum resources and district CRT assessments, which are aligned to Oklahoma Academic Standards. District curricular resources are found on Canvas and were given as a handbook. This handbook includes district pacing guides with identified essential skills for each grade level. Horizontal and vertical teams collaborate to provide a framework for greater student understanding. Monthly collaboration is used to identify a common goal that is tied to OAS. This goal is measured through a common assessment where progress is tracked in order to determine further support or enrichment. In addition to these strategies, we have a full-time Parent and Community Liaison, who works to establish partnerships in the community to provide extended learning opportunities tied to reading and math. These programs have increased after-school participation and engagement as identified in community school surveys. We make student engagement a priority through a variety of means both during and outside of school time. All students are eligible to participate in community based extracurricular activities to promote engagement. After-school programs also include tutoring opportunities for students not meeting academic standards. Additionally, summer school is another support offered to our lowest achieving students. Three years ago, our district recognized the need for more support in students' Social and Emotional Learning. Therefore, two full time staff were charged with supporting our district's Hope initiative. Our site has tapped into this resource and has sought professional development opportunities for guidance in this area. One resource that has been made available to teachers is the district Hope library, which includes multiple book titles along with lesson plans to support students in their social and emotional learning journey. Another resource that has been made available is the district's Social and Emotional Learning website, which offers a plethora of additional resources outside of the SEL library. Resources and materials to support our site level social and emotional needs are necessary to continue progress in this area. As a result of a week-long fellowship with Dr. Sorrels in 2022, our team collaborated and identified the need for rhythm-based instruction and activities grounded in music and movement to support and promote self-regulation in students. Resources to support this focus goal will continue to be a priority to get in all classrooms. In addition to resources, ongoing support of professional development in social and emotional learning as well as trauma responsive instruction are critical areas to help support this initiative. Further needs with regard to student achievement include reading and math software and web-based programs, as well as supportive literacy and math manipulatives, which are a continual need to support instruction within academic groups. Lastly, resources and books to support

positive relationship building through morning meeting are also necessary to support teachers in their classrooms.

2. Individual student needs are met through a variety of interventions and supports. Throughout the day, classroom teachers provide interventions individually or in small groups. A Reading Specialist, Title I Language Arts Specialist, and Title I Language Arts and Math paraprofessionals (under the direct supervision of certified teachers) are utilized to both "push in" and "pull out" students in order to provide intervention and remediation for identified students. Intervention support is structured to target needs in small groups based on students' achievement data. EL students are provided targeted instruction during intervention time to enhance language development. Small group instruction for this group is provided by classroom teachers and supported by a bilingual EL paraprofessional. Certified tutors are utilized to provide support during the day and after school to low-performing students, including our Black, Hispanic, and Native American subgroups. Summer school is another support offered to students performing below grade level. Our district uses the Multi-Tiered Systems of Support (MTSS) model, which is an umbrella term that encompasses academics, behavior and social-emotional learning. Response to Intervention (RTI) is the framework that Union Public Schools uses to address academics and behavior deficits. This framework ensures that students are provided the appropriate levels of support needed for student success and to identify those students that may need special services. RTI utilizes evidence based, systematic instruction, and interventions to help struggling learners. These interventions are based on individual student needs and monitored for progress. Students are identified through child study teams called CST and SAT. During these meetings, our team reviews all data to identify students who need additional academic or behavioral support. Priority for tiered support is given to our lowest performing students. The team discusses possible interventions to address a student's deficiency. Tiered support is defined as the following: **Tier 1 Academic-** ALL students receive instruction on grade-level state standards as part of their Tier 1 core instruction. This includes all Oklahoma academic standards, objectives, and an emphasis on district-identified essential skills, and, if needed, pre-requisite skills. Teaching strategies and routines used, such as scaffolding and differentiation, are expected. **Tier 2 Academic-** As needed, students will receive Tier 2 interventions in addition to Tier 1 instruction. Tier 2 interventions may be based on results from common formative assessments, end-of-unit assessments, benchmark assessments, etc. These interventions are targeted, and are often small groups (typically 6 or less). Tier 2 interventions are provided to address grade level district-identified essential skills (objectives). Typically, tier 2 academic interventions will happen in the classroom, but it could happen as a part of intervention block in certain situations. **Tier 3 Universal-** Tier 3 Universal is an intensive intervention which includes targeted skill-based instruction delivered within small groups (no more than 6) on below grade level essential skills or prerequisite skills needed. Using a problem-solving process, teams use a variety of assessment data to: Identify a below grade level (pre-requisite) skill deficit, Identify a desired outcome, Design intervention steps, Select interventions, Plan for when the intervention(s) will occur, Monitor progress on intervention, and measure the effectiveness of the intervention. Reassessment is aligned to the identified skill deficit, the desired outcome or goal identified through a problem-solving model, and quantifiable data that can be analyzed. **Tier 3 Skilled-** Tier 3 Skilled Intervention is considered the most intensive intervention. These interventions use an online progress monitoring tool called AimsWeb. The School Psychologist and site team select the individualized goals for the student, and the School Psychologist sets the Rate of Improvement (ROI) scores. Interventions at this level are delivered within small groups (no more than 3) or individually by the Skill Builder interventionist.

This person specializes in providing tier 3 skilled interventions for our students and has been trained on evidence-based best practices for intervention strategies. Only after Tier 3 Skilled interventions are shown to be ineffective would the student be eligible for special education services. The intervention timeline will vary for each student but is typically delivered over a course of 10-20 weeks. Our team meets monthly through CST to follow up on the effectiveness of student interventions by reviewing progress monitoring data. Additional interventions to meet student needs include speech therapy. Our speech pathologist works with teachers and small groups of students to target specific language development needs for those students who need language support. Students identified for special education receive targeted individualized instruction from Special Education teachers that is aligned to grade level objectives. Our district also has outlined guidance for the identification of students with potential characteristics of Dyslexia. Students who score below identified benchmarks on our universal screeners, STAR Early Literacy and/or STAR Reading, will be assessed for potential characteristics of Dyslexia using select STAR CBMs. Our reading specialist, Language Art Specialist, or Title I Language Arts paraprofessional (under direct supervision of a certified teacher) will be responsible to provide an appropriate intervention program aimed to support students with explicit and systematic instruction in phonics. Teachers receive training on evidence-based best practice regularly from the district on professional development days as well as continuously from the instructional coach and instructional leaders at the site level. The instructional coach implements coaching cycles and deep coaching focused on instructional planning grounded in state standards and are geared around evidence-based best practices and additional strategies for tier 1, 2, and 3. One-on-one deep coaching "Impact Cycles" with the instructional coach target a student-centered goal using high impact strategies. A variety of evidence-based strategies are used to support student learning through these intervention supports, including software programs and web-based resources aimed to increase reading and math achievement. Software and web-based programs used in the 2022-2023 school year included Imagine Learning, Reading A to Z, Edmentum, Accelerated Reading, and Aleks. Programs are continuously reviewed and determined to be evidence-based and effective upon purchase and/or renewal. Intervention resources and materials as well as technology upgrades are often a need to support the use of these programs with our students, including iPad and headphones with microphones. A primary focus for our district and site is Teacher Clarity, which has been identified as a highly effective evidence-based practice. Response to Intervention and Professional Learning Community support will also be necessary in order to support teachers in these processes.

3. Timely, effective, and additional assistance is provided for students experiencing difficulty mastering the state's standards through a variety of means. Although regular CST meetings are scheduled, teachers know they can discuss their concerns regarding academics or behavior at any time. Behavior concerns can be addressed through requested SAT meetings with administrators and our school counselor when challenges arise. We know not all students make progress through the RTI process and often we have to dig deeper to determine the "why" behind academic or behavior concerns. Often the "why" is related to trauma the student has experienced. For this reason, social and emotional supports and interventions continue to be a priority focus for our school. Our work with Dr. Barbara Sorrels continues to assist us in trauma responsive instruction and strategies. Implementation of a trauma-sensitive sensory lab, suggested by Dr. Sorrels, was implemented in the 2020-2021 school year and will continue this year. Individuals and/or groups of students are assigned throughout the day to provide activities for our most at-risk students to decrease anxiety, frustration, and classroom disruptions while promoting self regulation. Nurture groups, additionally suggested through the fellowship with Dr. Sorrels in the summer of 2022, were implemented for identified students most at-risk during the 2022-2023 school year. The implementation occurred with the newly added

ESSER interventionist. With the addition of this full-time staff member, we were able to provide daily intervention to small groups of identified students in Kindergarten through 5th grade. This interventionist worked alongside the behavior tech and administration to provide necessary social and emotional support as well as academic support. We also have a partnership with an outside counseling agency to provide on-site counseling services to students during the school day. Additionally, we utilize community partners to provide resources for struggling students and families. These partnerships are focused on building positive relationships and trust with families. A newly established partnership in 21-22 with OKDHS has provided us with a school-based specialist to connect students and their families to local and state resources that can offer help and Hope. The district Hope initiative is intended to help students navigate barriers and develop pathways in order to achieve goals. Focused professional development for Hope will continue to be provided to teachers as well as the resources the training has provided, such as the Hope Hub. Transition strategies are also in place for students experiencing difficulty. We often meet to discuss how to best support these students and their families as they transition from different schools and/or programs. One example of this is our yearly collaboration with our 6th and 7th grade center to discuss all students, including special education students moving up to the 6th grade. Another strategy we incorporate is the utilization of curriculum focused on social and emotional learning as well as bullying. Our school counselor is often requested to teach these lessons within the grade levels. Our counselor also establishes "lunch buddies" and other groups to help support identified needs of our students. In addition to this, our Media Specialist has set up book clubs with groups of students. Often these clubs are developed based on a common issue/need all students can relate to within the group. Another resource our district provides is a Native American Specialist. This person meets with our lower performing NA students to provide additional support.

4. A systematic approach is used when determining tiered support for students with behavior challenges. We take many steps to ensure proper structures and plans are in place before determining if additional tiered supports are necessary. At the tier I level, all teachers are required to submit their classroom management plans. Plans should include strategies and evidence-based practices in alignment with our school-wide discipline philosophy, which includes a combination of Conscious Discipline, Responsive Classroom, PBIS, and trauma responsive strategies. Teachers' schedules are developed to incorporate Morning Meeting across all grade levels in order to build relationships and create a positive classroom environment. Teachers are also required to provide a safe spot in the classroom that is not used for "timeout" purposes. Our site also utilizes buddy classrooms as a primary option when students need a break from the classroom. Additionally, in the 2022-2023 school year, we added a focus to incorporate rhythm and movement to help students with self-regulation as a tier 1 approach. When tier 1 strategies are not effective for specific students, our team meets to plan additional interventions during a SAT behavior meeting or during CST. We discuss the history of the child, the communication that has taken place with the child's parent or guardian, and strategies teachers have tried to implement with the child intended to change the behavior. We then plan tier 2 strategies to support the student's needs. Strategies could include positive reinforcement/behavior check-ins as a way to help the child develop a positive relationship in the building, trauma sensitive sensory lab breaks/nurture groups, or informal behavior plans with strategies to replace disruptive behaviors with positive behaviors. We also discuss whether counseling for the child would be beneficial, and if so, we discuss this as an option with the parent. If an informal behavior plan is developed, teachers document and monitor progress to determine if tier 3 interventions are necessary. At this point, the SAT team meets to determine additional strategies for behavior intervention. For students with extreme behavior challenges, a Formal Behavior Assessment may be necessary, which could lead to a formal Behavior Intervention Plan.

5. Our school uses clear criteria and processes when making decisions regarding level and length of student participation in tiered supports. Tier I instruction is provided to all students in reading and math by classroom teachers and/or site specialists who provide small group instruction that supports tier I instruction, or grade level standards. Our Reading Specialist, Language Arts Specialist, and Language Arts Paraprofessional (under the direct supervision of a certified teacher) work with classroom teachers to provide tier 2 and tier 3 universal small group instruction in reading. A Title One Math Paraprofessional (under the direct supervision of a certified teacher) works with classroom teachers to provide tier 1, 2, and 3 small group instruction in math. Students in need of additional support are identified during our child study meetings, CST and/or SAT. Teachers can also bring concerns to the attention of administrators at any time. The appropriate level of intervention is determined by the teacher, school psychologist, speech pathologist, school counselor and administration. Our instructional coach and school psychologist collaborate to identify resources and strategies that can be utilized to provide appropriate intervention. For students in need of tier 2 support, the classroom teacher devises a plan to intervene on grade level essential skills. The teacher will monitor progress and determine next steps. If tier 3 universal support is determined to be the next step, the child will be placed in an appropriate skill based group with either the classroom teacher, specialist, or appropriate reading or math para. Progress will be monitored and the team determines next steps. For students not making adequate progress, it may be determined that a student needs tier 3 skilled intervention. In this case, the school psychologist works with our skill builder to provide targeted intervention for 10 to 20 weeks in a setting of one to three students. Tier 3 is in addition to tier 1 and 2. Progress is monitored every 5th week. If the student is making sufficient progress, tier 3 may continue to be recommended until no longer needed. If sufficient progress is not made after the 10 to 20 data points, further evaluation for Special Education services may be deemed necessary.

6. Jarman offers a range of extended learning opportunities within and beyond the school day and the school year. Tutoring for reading and math is available for our lowest achieving students with certified teachers during the day, after school and during summer school. Our parent liaison works to secure partnerships in the community in order to provide programming to enrich student learning in reading and math. These programs are offered after school as an extension of learning and families enjoy the various options available to students. Programs such as Dream Traders, Book Club, and Math Game clubs are popular clubs directly related to improving student achievement in reading and math. Additional after school programming not tied to reading and math are often offered as engagement opportunities when funded through additional sources, such as our Soccer, Engineering, Robotics, Cooking Club, Hip Hop and Health Club, and Chess Club. With a full-time parent liaison, our site will now be able to offer programming four days a week versus two days a week in previous years. Our Native American Specialist also coordinates extending learning opportunities for our 5th grade NA students to experience STARBASE, a STEM related program, as a way to engage students and enrich their learning. Additionally, student council for 3rd, 4th and 5th grades meets monthly to plan service projects. Our music teacher also offers honor choir to students in 3rd through 5th grade. Lastly, our Gifted and Talented program offers students extended experiences, such as annual academic bowls. Working with transportation to provide buses for after school programming removes barriers that would prevent student participation.

7. Each year our team plans a comprehensive professional development plan that is in alignment with our district wide strategic plan. At the site level, teachers are surveyed according to their needs and data is analyzed to determine site PD needs. Data sources such as state and district testing results and student reading and math data collected and analyzed by our Title One leadership team, and TLE data (classroom management, instruction, etc.) inform our professional development goals and plans. As a result of these

data sources and survey responses, our site continues to place a focus on academic achievement/growth, social and emotional learning, developing positive relationships and safety and well-being. Improving student achievement remains a top priority as our data indicates, and this year we will work towards strengthening teachers' understanding of standards and alignment to our literacy curricular resources, including teachers' handbooks. Site surveys also indicate an ongoing desire to address the social and emotional well-being of our students. Teachers, paraprofessionals, and other staff members will continue to focus professional learning on trauma responsive instruction, which includes ongoing training with Dr. Barbara Sorrels, through a fellowship. Professional development is offered through a variety of means for our teachers, including book studies, monthly coaching cycles, individual deep coaching, district PD days, staff/training meetings, and site teacher led professional development tied to priority focus goals. Coaching cycles and individual deep coaching facilitated by our instructional coach include data review, observation, modeling, and follow up feedback as well as vertical and horizontal alignment and planning with teams. Specific attention to the data and progress of our low performing students is reviewed during data team meetings, collaboration, and coaching sessions. Our instructional coach is also available to paraprofessionals to provide them with guidance and strategies they can use when working with small groups. Our EL lead provides teachers support through planning and modeling of strategies and scaffolds geared to help our EL student population. Although geared to this specific population, these strategies are great supports for all students, including our struggling learners and low performing subgroups. All principals, instructional coaches and EL leads received PD on coaching centered around student learning goals. Ongoing training is necessary to increase knowledge, clarity, and effectiveness of our coaching model in order to best serve teachers. Focused professional development with a Corwin consultant on Teacher Clarity is planned for teachers ready for next steps as well as onboarding new teachers. In addition, our site will work with a consultant from Solution Tree for professional development with regards to RTI and PLC. Professional development at the primary level continues to focus on enhancing teachers' knowledge of purposeful play and authentic assessment. Additionally, math instruction, specifically fluency routines, problem solving, and conceptualization are topics of professional learning planned at the district level for teachers K-5. A district professional development plan has been developed to support teachers where they are with regard to instructional practices as well as other district initiatives. Teachers have the autonomy self-select PD to meet their professional learning needs. A professional development platform, Kickup, allows teachers to see the offerings and register for these sessions. Summer professional development opportunities such as a writing institute and grade level content retreats are offered to all classroom teachers. Substitutes and/or stipends are provided for teachers to attend coaching cycles and district offered PD. Additional materials are purchased through Title One funds to support teacher PD. It is also important for our instructional leadership team, which includes administrators, guiding coalition, and our instructional coach, to receive relevant ongoing professional development tied to our school improvement priority goals.

8. At Union Public Schools, we deploy multiple measures to recruit new, highly effective, highly qualified teachers. These include the following: 1. Attend university career fairs at all local universities and send district representation to all those that are not local. 2. Hold a district career fair where all schools are represented. 3. Develop and maintain relationships with senior level university students who complete part of their degree requirements within the Union district and are observed to be highly effective. 4. Maintain active partnerships with local universities who regularly request placements for students, tours of facilities and speakers for events. 5. Provide teacher preparation program at the high school through Career Connect. In order to retain teachers, we provide: 1. District and school professional development throughout the year, which includes New Teacher Induction. Our instructional coach provides rich embedded PD at our site specific to the needs of teachers. 2. District organization of curriculum alignment and pacing. 3. Mentor

teacher to provide teacher assistance during a teacher's first year. 4. Teacher teams to foster support to one another. 5. District provided and school supplemented new teacher training. 6. Funds provided for new teachers to obtain classroom materials. 7. Additional observation and feedback conferences for all probationary teachers. 8. When funds are available at year-end, a retention stipend is given to returning staff. 9. A portion of tuition is paid for teachers obtaining advanced degrees and a stipend is given to teachers obtaining additional certifications, such as EL certification. 10. Annual staff retreat to set the tone for the upcoming year and establish/promote relationship building among colleagues.

4. Coordination and Integration

- 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**
- 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

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

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

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.

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

Title I (511)	Instructional Coach, Parent Liaison, Language Arts Specialist, Title I Paraprofessional (2), tutoring
RSA	Tutoring
Title II-A (541)	Districtwide Curriculum Specialists
Title III-A (572)	Bilingual materials, translation series, districtwide professional development to provide evidence-based practices that will increase EL student achievement.
Title X Homeless (596)-	Homeless Liaison services, transportation, supplies/materials to remove all barriers.

IDEA Flow-through (621)	Special Education student services, include teachers.
IDEA Flow-through (623)	IDEA Early Intervention (623) Behavior Tech
<p>1. Jarman's Title I Schoolwide Plan was developed in coordination and integration with other federal, state, and local services, resources, and programs. Building Title I funds are used to provide a Language Arts Specialist, a Title I Language Arts Paraprofessionals and a Title I Math Paraprofessionals (all under the direct supervision of certified teachers), and an instructional coach to support teachers with improving academic achievement. Our funds are also used to staff a full-time parent liaison (as of school year 23-24) who works with all families and students to coordinate after-school programs and extending learning opportunities. Title I funds are also used for tutoring during the day, after school, and during the summer to provide instruction and programming related to reading and math. Many other sources of funding are used to meet the needs of our students. For example, extended learning opportunities, such as Engineering and Health and Hip-Hop Clubs are paid out of other grant funds (TRSA and Osteopathic Grant funds). Another example includes our Run club paid out of Gelvin grant funding. Activity funds are also used to enhance after-school programming, such as Chess Club. Bond funds are also used to provide resources, such as technology, for staff and students. Tutoring/small group instruction is also paid with RSA funds (367). ESSER funds (795), which are temporary relief funds, have supported tutoring and extended day learning opportunities for our site and district in order to help fill in achievement gaps due to the impact of Covid. Last year, we benefited from these funds by adding a new interventionist to help with social and emotional learning as well as academic achievement for those most at risk. This position is still funded for the 23-24 school year.</p> <p>2. Once reform strategies are determined, an assessment of needs is completed to determine how to meet the goals for reform. For example, funding may be necessary to purchase materials, instructional manipulatives, technology and/or software or web-based programming in order to provide necessary professional development for staff, appropriate interventions for learning, or engagement for parents. 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.</p> <p>3. and 4. Federal, state, and local funds are used to provide support for all students, parents, and staff within the school-wide site. These funds are allocated based upon the state, local and site plan, which are driven by the input from all individuals affected. The district plan is supported by the Board of Education, PTA, and community patrons. The way in which funds are allocated at the site are congruent to the district plan. As previously stated, Title I funds are used to hire Title I staff and enhance teacher knowledge through professional development. Title I funds are also used to provide students with tutoring, extending day learning opportunities and summer school and to implement strategies to increase parental involvement here at the site. Jarman also utilizes Title III-A funds to purchase bilingual materials, pay for translation services and provide professional development that equips teachers with evidence-based practices that will increase EL student achievement. In order to remove all barriers to learning while students are displaced, our site utilizes Title IX Homeless funds for Homeless Liaison services, transportation, and supplies/materials. State allocated funds from the Reading Sufficiency Act are used to provide struggling readers with tutoring and small groups instruction. Johnson O'Malley funds are used to provide Native American students with school supplies, cultural activities, tutoring and a culturally rich summer school. In order to ensure that special</p>	

education students have access to a free and appropriate education, we utilize IDEA funds to provide students individualized services that are in accordance with their Individualized Education Plans. These services may include, but are not limited to, access to a highly qualified special education teacher, a certified speech pathologist, a district employed occupational therapist and physical therapist, assistive technology, and various materials needed to provide appropriate modifications and accommodations in the classroom setting. As previously stated, our community liaison also uses grant funds to offer extended day learning opportunities such as Engineering, Health and Hip-Hop Clubs. School activity funds are also utilized to enhance after-school programming by providing additional opportunities for students, such as Chess Club. Bond funds are used to provide various needed resources, such as technology, for staff and students.

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

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

1. Long-term and short-term goals are continually reviewed by our Title I Leadership committee, which includes representatives from all stakeholder groups. Title I parent meetings are held three times a year. At each meeting, progress toward goals is shared and parents are provided an opportunity to submit feedback. Student achievement data is reviewed each quarter as well as through monthly collaboration and data team meetings. Upon review, the plan is revised to meet the academic needs of students. Title I leadership committee meetings are held three times per year to review progress toward site goals and revise the budget as necessary. At the end of each school year, parent, teacher, and student surveys are distributed to gather school perception data and student achievement data is gathered and analyzed to make plan revisions for the following year.

2. Star assessments are monitored throughout the school year to identify student strengths and needs. At the intermediate level, student CRT scores are tracked to monitor progress toward mastering academic standards. At the primary level, Superkids Literacy data is tracked to evaluate student progress towards reading proficiency. State assessment data is utilized to identify trends and deficits in student learning across grade levels three through five. Student attendance data and discipline data is also reviewed to identify trends pertaining to these areas. Each element of data is broken into demographic groups to highlight discrepancies in student learning and progress. Discrepancies are addressed in the school wide plan as they arise. Perception data gathered through surveys throughout the school year and at the end of the year are analyzed and areas of improvement are also prioritized through the school-wide plan.

3. Staff professional learning communities utilize student achievement data to evaluate instructional practices and determine patterns of student achievement. During coaching cycles, teachers also use student data to plan instruction that reflects student academic needs. Yearly attendance, discipline, and student achievement data is gathered and analyzed by the Title I leadership committee, which includes family members and community stakeholders, to determine needs for the following year.