



**SCHOOLWIDE PLAN**  
*Every Student Succeeds Act, Section 1114*

<b>School Year:</b> 2023-24
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DATE LAST REVIEWED
<b>Date:</b> 9/5/23

DISTRICT INFORMATION	
<b>District Name:</b>	Union Public Schools
<b>County/District Code:</b>	1009
<b>Superintendent Name:</b>	Dr. Kirt Hartzler
<b>Telephone:</b>	918-357-4321
<b>Email address:</b>	Hartzler.kirt@unionps.org

SCHOOL INFORMATION	
<b>School Name:</b>	Thomas Jefferson Elementary School
<b>School Site Code:</b>	160
<b>Principal Name:</b>	Teresa Besses
<b>Telephone:</b>	918-357-6690
<b>Email address:</b>	Besses.teresa@unionps.org
<b>School Poverty Rate</b>	82.4%

INSTRUCTIONS
<p>Each of the five sections of the plan is composed of three parts.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• The third part is a text box where narrative answers are to be entered. There is no word or character limit.</li></ul>



### 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.**

### **Parent and Community Stakeholder Involvement**

At Jefferson, we believe in strong connections with our community. We also believe the philosophy that parent involvement is integral to the success of each student. For this reason, our team actively recruits parents to partner in meaningful ways to ensure student success. Our community school parent liaison works to establish partnerships throughout the community to provide extended learning opportunities. All students are eligible to participate in community based extracurricular activities. Some of these programs have a culminating activity, such as competitions or games, that help promote engagement with these clubs. Based on our needs assessment survey, parents have requested more after school programming, tutoring, and STEM related opportunities. We know that positive experiences help students with social emotional learning and wellbeing. We will use title funds to provide extra help in reading and math. We will use ESSER and Site Based Activity Funds to offer enrichment opportunities.

Jefferson Elementary has a Title 1 team that is comprised of administration, teachers, parents, stakeholders. 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 monthly PTA meetings to increase awareness of Title 1 school wide information.

A parental involvement policy and parent/school compact have been created and are distributed annually in our school welcome packet. These documents outline the responsibilities of the parent, student and school. Families are strongly encouraged to be an active part of their child's education. Parental involvement is not limited to volunteering during school hours. We see parental involvement in a variety of ways such as communicating with their child and their child's teacher about learning, reading to their child at home in the evenings and weekends, and attending school events. Each year, we host a variety of family events, including Meet the Teacher, Community Fair, Family STEM Night and Family Literacy Night. These events help to establish a positive home to school relationship and are centered around a theme to entice family participation. Community partners are invited to participate and engage with families. Having a full-time community coordinator expands the possibility for additional events for our community and families. Parent Teacher Conferences are held a minimum of two times per year with a goal established to meet with 100% of our families. During these meetings we discuss academic achievement, social/emotional and behavioral development. The one-on-one meetings help families identify students' strengths and challenges. Teachers and specialists give information on how to help our most at risk students. Parents also have access to an online portal where they can access grades and other information regarding their student's progress toward grade level standards. Reports Cards are sent home quarterly. Families can also request meetings at school, home visits, phone calls and emails as ongoing communication.

We hold summer events to maintain/make connections with families of Jefferson. Many of these events offer academic support for family members as they work with their children at home. We often send resources home with families to help facilitate learning and retention of reading and math skills. Families are notified of events through a variety of means and informed at least twice of an event through the platforms: school and teacher newsletters, flyers, ConnectEd calls, texts through Talking Points, emails, social media postings and marquee messages. Newsletters, ConnectEd calls/text are translated to Spanish. We have the use of Language Line to assist with the translation to various languages spoken at our school.

### **Title 1 Committee:**



Teresa Besses- Principal  
Celesta Catcher- Assistant Principal  
Rondale Wilson-Parent Liason  
Bobbie Fields- Counselor  
Michelle Taylor-Pre-K Teacher  
Kerri Gunter- Kindergarten Teacher  
Kristina Hargrave- 1<sup>st</sup> Grade Teacher  
Brenda Robinson- 2<sup>nd</sup> Grade Teacher  
Lisa Landfair-3<sup>rd</sup> Grade Teacher  
Debbie Reeves-4<sup>th</sup> Grade Teacher  
JoVona Matthiesen-5<sup>th</sup> Grade Teacher  
Leslie LaFreniere-Librarian  
Faith Rettedal-Instructional Coach  
Megan Douglas-ER-1 Special Education Teacher  
Amber Kalfas-EL Specialist  
Erin Roberson-PE Teacher and Parent  
Brittany Wood-PTA President and Parent  
Victoria Traylor-1<sup>st</sup> Grade Teacher and Parent

## **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.

### **Comprehensive Needs Assessment**

The highest priority continues to be literacy and math instruction. 50% of Jefferson 3rd grade students, 41% of 4th grade students, and 44% of 5th grade students scored Below Basic according to the 2023 OSTP ELA data. 35% of Jefferson 3rd grade students, 36% of fourth grade and 45% of 5th grade students scored Below Basic Performance range on the 2023 OSTP math assessment (see CNA for detailed data breakdown). According to the October 2022 count, 83% of the student population at Jefferson was identified as Economically Disadvantaged. 18% are English learners and 13% have been placed on an IEP and receive special services. Attendance, economic hardships, and lack of social emotional developmental skills continue to be barriers for students at risk in the Jefferson community. Our goal for the 2023-2024 school year will be to identify the individual need of each student and provide appropriate instructional strategies, interventions, and supports so that all students may make academic gains and become problem solvers, goal setters and hope givers.

#### **Site Strengths:**

- Strong support among colleagues and teaching teams.
- 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.
- An increase in community partnerships

#### **Site Needs and Area of Focus:**

- The focus for all students will be High Growth (an SGP of 50% or Higher). Low Achieving students will need to increase their scaled score more than grade level average to close the gap and move towards grade level proficiency goals.
- Increase the percentage of EL students to reach Functional English Proficiency through small group intervention and direct instruction provided by our EL Specialist.
- Expand SEL library and curated lessons to strengthen social-emotional skills
- Improvement in Attendance
- Professional development opportunities to improve practices in all curricular areas.
- Work towards alignment of state standards, curriculum scope and sequences and assessments in content areas in order to create a more effective learning trajectory for students with the support of the instructional coach.
- Use student data when regularly collaborating and planning as a team, including coaching cycles, child study teams and data team meetings.
- Encourage teachers to partner with the instructional coach and EL coach in order to set and meet student centered goals.
- Continue to focus on teacher clarity and teacher collective efficacy
- Continue to provide academic intervention and enrichment groups to increase all levels of learning.
- Increase parental participation in school-wide events in the coming year



### 3. Schoolwide Plan Strategies

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

### Meets Expectations

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



**Developing**

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

**Does Not Meet Expectations**

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

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

**Schoolwide Goals:**

**Instructional Strategies:**

Administration and staff will work toward the goals identified from the needs assessment and stay current with evidence-based strategies to work towards closing the achievement gap. Opportunities to review and fulfill these goals are weekly grade level collaboration times, monthly PLC meetings, vertical alignment during summer collaboration times, school-wide data reviews, and data spreadsheets.

Teachers will work to implement instructional strategies through coaching cycles (sub days and stipends) with the Instructional Coach and input received from the EL Coach and EL Lead Specialist. The site based Instructional Coach will continue intentional, embedded PD through the lens of teacher clarity and instructional strategies. The EL coach will work with teams to support the development of targeted language objectives. This work also includes enhancing teacher clarity, ensuring that learning intentions, questioning, activities and assessments are all in alignment with the standards. In this process, the students will also be given clear learning intentions and success criteria helping them understand exactly what it is they need to do/learn. The coaches and the teachers will collaborate in a variety of ways; planning, modeling, guided co-teaching, debriefing and reflecting on data and student outcomes. Coaching Impact Cycles are geared around evidence-based strategies for individualizing instruction and improving student achievement. Our EL Lead Specialist will focus daily on small group instruction to provide reading interventions to English Language Learners as well as our Newcomers.

In order to involve families, we will host fall and spring Parent/Teacher Conferences, which will provide opportunities for families and school faculty to plan action steps needed to reach individualized academic goals.

**Site Needs and Area of Focus:**

Supporting the academic and social emotional needs of our students is a top priority. The focus for all students will be High Growth (an SGP of 50% or Higher) on STAR assessments. Low Achieving students will need to increase their scaled score more than grade level average to close the gap and move towards grade level proficiency goals. Increasing the percentage of EL students to reach Functional English Proficiency (FEP) through small group intervention and direct instruction provided by our EL Lead Specialist. We will expand the Social Emotional Learning library and curated HOPE lessons to strengthen social-emotional skills for students with behavioral needs. With a goal to improve attendance, we will have frequent incentives to motivate students and families to be on-time and present daily. We will track attendance weekly and make action steps, coordinating with the family, to improve poor attendance. We will use student data when regularly collaborating and planning as a team, including coaching cycles, child study teams and data team meetings. We will continue to provide academic intervention and enrichment groups to increase all levels of learning. We desire to have an increase in parental participation in school-wide events in the coming year.

Title 1 (511) funding will support literacy and math instruction, social emotional development, and technology resources to supplement instruction. Jefferson will purchase supplemental materials to support

literacy such as leveled books, decodable books, and guided reading instruction materials. Title I (511) funding will support small group instruction through the purchase of materials including supportive software purchases and reading, language development, and math manipulatives. Funds will also be used to provide ongoing and embedded professional development supporting math and literacy. In addition, to continue application of trauma-informed approaches in the classroom with Barbara Sorrells, we will continue to learn through her materials (511). This will coincide with site and district initiatives of changing mindsets to having hope and creating pathways.

### **Specialized Instructional Support Services:**

Jefferson partners with CREOKS, a local mental health service provider. We have one full-time CREOKS counselor and hope to gain another full time CREOKS counselor as the need arises. These professionals provide individual services during the school day for school and parent referred children. Their services often involve extended supports for the parents and family unit. Services may extend through the summer months as well. As students are identified as being in need of this support, a weekly counseling schedule is created. Most students are seen by this counselor twice a week. The Tulsa Health Department (THD) provides multiple onsite, within the classroom, whole group sessions covering a variety of physical and mental health related topics, including, human growth and development, dental health care, making wise choices, getting along with others, stress management, etc. Our faith based partnerships with Woodlake and Foundations Churches have provided us with opportunities to meet needs within our school community. Union offers several intentional opportunities for transitional support. 6th grade moving up is an opportunity in the summer for incoming 6th graders to visit the 6th grade center, tour the building, visit classes and have their questions answered about 6th grade. To ease the transition on the first day of school and aid in class placement of early childhood students we host a two-day camp for incoming PK and Kindergarten students and their parents.

### **Tiered Supports and Intervention Services:**

By continuing our work with CST teams to identify students who are not making progress and therefore need interventions to support, our team reviews all data to identify students who need academic or behavioral support. The team discusses possible interventions to address a student's deficiency regarding their concerns. If Tier I support is not effective in student achievement, the team discusses possible Tier II interventions. The school psychologist is included and helps determine whether Tier III support is applicable. Our team meets monthly (sometimes more) to follow-up on the effectiveness of the chosen interventions by reviewing progress monitoring data. Student progress is also monitored by the classroom teacher and the specialist(s) providing intervention support. STAR assessment data is also used to help identify skill needs to help student achievement. STAR assessments are administered at least 3 times per year for both math and reading. Students in grades 3-5 are assessed on district level CRT (criterion referenced tests) 3 times per year. Students who are identified as English Learners are assessed 1 time per year using the ACCESS test. Students who need further diagnostic testing are able to be assessed with the nationally normed Aims Web tool to identify specific instructional gaps and to qualify a student for Tier 3 intervention and weekly progress monitoring.

A certified Reading Specialist, and Title I (511) Language Arts paraprofessionals (supervised by certified teachers) work with small groups during our embedded intervention time to provide intensive reading support to our most at risk students. Teachers will have access to the SIPPS programs to help with Tier II small group instruction. In addition, RSA funding will be utilized to support reading intervention for students in K-3.

**Extended Learning Opportunities:**

We make student engagement a priority through a variety of means both during and outside school time. All students are eligible to participate in community-based, extracurricular activities. These programs are offered after school as an extension of learning and families enjoy the various options available to students. Some of these programs have a culminating activity, such as competitions or games, that help promote engagement with these clubs. In order to function at full capacity as a Community School and expand our partnerships and resources, it was necessary for our site to secure a full-time Parent and Community Liaison. Gaining a full time Liaison, it is our goal to have increased participation in these programs. Our Parent and Community Liaison works to establish partnerships in the community to provide extended learning opportunities tied to reading and math. Tutoring for reading and math is available for our lowest achieving students with certified teachers during the day, after school and during summer school. 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, Health Club, and Chess Club. 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 music club to students. Lastly, our Gifted and Talented program offers students extended experiences, such as annual academic bowls.

**Professional Development:**

Teachers will have the opportunity for individualized coaching cycles (511) that respond to specific teacher needs; math concept development (unit design), student engagement, EL strategies, integration of foundational skills into the literacy block, classroom management, building classroom community/ social-emotional work, teacher clarity, math and reading whole group and small group instruction etc. Teachers and other instructional leaders may travel in state or out-of-state to attend professional conferences that meet the instructional needs of our staff and students.

Book studies addressing reading, math, teacher clarity, social emotional needs, trauma informed instruction, and EL focus areas may be purchased to support individual teacher growth.

Focused professional development on Teacher Clarity is planned for all teachers this year with a Corwin consultant.

**Recruit and Retain:**

Administration is diligent with listening to teachers' ideas. We strive to take care of our teachers and staff by being willing to collaborate, being visible in the classrooms, and offering collegial activities. The following chart is from our teacher needs assessment question of "What worked well this year?"

Teacher Recruitment: In order to recruit new, highly effective, credentialed teachers, our school deploys many diverse strategies: 1. Attend university career fairs at all local universities and send district representation to those that are not local. 2. Develop and maintain relationships with senior level students who complete part of their degree requirements within the Union district 3. Remain active in partnerships with TU, ORU, OSU, NSU, OU and other local universities who regularly need placements for students, tours of facilities and speakers for events. 4. Our district offers a sign on bonus for high need subject areas

such as school nurses, special education, speech pathology and secondary math and science. An additional bonus is offered for those holding an ESL/EL certification. 5. \$200 for classroom setup or supplies for all new teachers 6. 100% employee-paid health, dental, vision and life insurance. In-network deductible is low and there is a network of Care ATC clinics available for employee healthcare.

**Retention of Qualified Teachers:** In order to retain teachers, our school uses many clear and diverse strategies: 1. District and school professional development professional days, paid off contract time and access to an Instructional Coach (Title I funded) 2. District organization of curriculum alignment and pacing 3. Mentor team to provide mentorship during first year 4. District provided and school supplemented new teacher training 5. Additional observations and feedback conferences for all probationary teachers. Jefferson Elementary has a collaborative relationship with the local universities. We work very closely with the universities and average 3-5 full time interns throughout the school year. We take this opportunity to make sure the interns receive the best experiences with the most highly effective teachers on our staff. They participate in all of our professional development. The Instructional Coach (Title I funded) works one on one with the new teachers during their first few years of working at our school. The new teachers are also mentored by a highly effective teacher during their first year through the resident teacher mentorship program. Every teacher completes a professional learning focus, reviewed 3 times throughout the year and new teachers attend a five-day institute of training prior to school starting. 6. Tuition reimbursement is available for Union Public Schools employees who wish to complete approved college courses towards a qualifying degree. A retention stipend is also awarded to returning staff, if funding is available from year to year. Our building typically has a low turnover rate. We retained 80% of certified staff.

#### 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.
<b>Developing</b>
<ol style="list-style-type: none"><li>1. Identifies limited resources to improve student outcomes.</li><li>2. Funding streams support some, but not all reform strategies.</li><li>3. Outlines how the school will meet the intent and purpose of some funding sources.</li><li>4. Limited description of how funds will be used to meet the intent and purpose of the programs.</li></ol>
<b>Does Not Meet Expectations</b>
<ol style="list-style-type: none"><li>1. The identified resources are insufficient to impact student outcomes.</li><li>2. Funding streams do not support any of the reform strategies.</li><li>3. Unclear description of the intent and purpose of the funding sources.</li><li>4. Unclear description of how funds will be used to meet intent and purpose of the programs.</li></ol>



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

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

**Coordination of Funds:** Federal, State and local funds are used to provide support for all students, parents and staff within the school-wide site. These funds are allocated based upon the state, local and site plan, which are driven by the input from all individuals affected. The district plan is supported by the Board of Education, PTA and community patrons. The funds below provide the following activities/services: Title 1 (511): Our Title 1 funds are used to provide academic support for students for small group instruction with a paraprofessional under the supervision of a certified teacher or a certified teacher., an EL coach, EL Lead Specialist, and an instructional coach to help students and staff with strategies to improve academic achievement. Our funds are also used to staff a parent liaison who works with all families and students to coordinate after-school programs and help families break down barriers that may prohibit their child from reaching his/her full potential. Title funds may be used for after school programming involving reading and math instruction, as well as summer programming designed to decrease the summer slide (when it is determined safe to do so). The skills to be taught within the group are determined through ongoing formative assessments. 511 funding will also be used to purchase professional development reading materials and instructional manipulatives. 511 funding will support teacher training through the use of subs and coaching

cycles. Additionally, Title 1 funding will be used to engage parents through family engagement activities, such as; Family Literacy Night, Parent Teacher Conferences and Family STEM Night.

**Reform Strategies:** The following is a list of evidence-based programs, supplemental programs, alternative programs, special services programs, and extracurricular programs currently being implemented. Math: My Math is utilized in grade levels K-5. The Title 1 Instructional Coach will also work in collaboration with each grade level to plan and implement math units designed around essential standards and concept development. Phonics and Spelling: Superkids (K-2) and Scholastic (3-5), From Phonics to Reading (3rd) Building Vocabulary (4th & 5th) Reading: Superkids (K-2) and Scholastic (3-5) in conjunction with Oklahoma State Standards, as well as supplemental resources as needed.

**Leverages funding streams:**

Our Title 1 funds are used to provide full-time academic specialists, para-professionals and Instructional Coaches to help students and staff with strategies to improve academic achievement. Our funds are also used to staff Parent Liaison who works with all families and students to coordinate after-school and in school programs as well as help families break down barriers that may prohibit their child from reaching his/her full potential. Title funds are also used for tutoring and after school programming involving reading and math instruction, as well as summer programming designed to fill learning gaps for students. Title funds are also used to host a reading, math and STEM night so families can learn ways to support curriculum at home. Science: TWIG, Project Lead the Way utilized in all grade levels. Social Studies: K-2nd Integrated Standards Based Curriculum, Social Studies Weekly (3rd), Pearson/Savvas (4th-5th). Language Arts and Writing: Superkids (K-2) and Scholastic (3-5) and Supplemental Programs as needed. Reading: RSA tutoring, Tier 2 and Tier 3 small group interventions. Reading Strategies interventions by Jen Seravallo for Tier 2 and Tier 1. Computer Programs: Destiny, One Drive, Microsoft Office Suite Applications, Imagine Learning, Reading A to Z Kids, Seesaw, Zoom. Social emotional learning and mental health is a piece that is pivotal in the success of students. We have purchased Steps to Respect, Second Step curriculum and cyber bullying with site activity funds. We will continue to work on social emotional learning and implement a morning meeting/community time curriculum designed to help teach healthy behaviors and relationships. Alternative Programs as used by the Counselor: Steps to Respect, Second Step, Cyber Bullying. Teachers will also implement a morning meeting/community circle time during which the lessons and activities are accessed via the district curated HOPE Hub.

Summer programming is provided for K-4th grade students and funded through 511, ESSER and RSA grants. Our goal is to bridge the summer reading gap and provide opportunities to read with direct instruction, preventing summer loss. RSA grant funds have also funded high interest books for students, headsets, and technology subscriptions.

Site funds (activity and general) have been used to fund transitional programs such as kindergarten moving up camp that runs simultaneously with pre-k moving up camp. ESSER funding is being used to help fund our daytime reading and math tutors.

After-school tutoring may be provided for students working below benchmark . A combination of RSA funding and Title 1 (511) will be used to pay teachers and support staff.



**5. Evaluation and Plan Revision**

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

**Meets Expectations**

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revising of the Title I schoolwide plan includes regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

**Developing**

1. School leadership uses state assessment results to annually evaluate the Title I schoolwide plan.



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

**Does Not Meet Expectations**

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

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

### **Evaluation and Plan Revision**

Jefferson Elementary has a Title 1 team that is comprised of administration, teachers, parents, and stakeholders. We advertise and hold a site meeting at least 3 times per year to prepare, work on, and analyze the annual review. The team meets to review academic data, attendance data, school budgets and plan family events.

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

A digital data spreadsheet is created for each grade level. With this tool, adequate progress is tracked in the areas of reading and math. Data meetings are scheduled with the Title 1 Instructional Coach, Principal, Reading Teachers and Classroom Teachers each quarter. If a student is not making adequate progress, the team develops an action plan targeted for the students' individual needs. The digital data spreadsheet tracks STAR reading and math, Guided Reading Level, IEP status, Tier status, ACCESS level and EL status. District CRT assessments as well as Oklahoma Core Curriculum Tests are used to measure progress in the areas of reading and math for students in grades three through five. Teachers also utilize running records to define a student's guided and independent reading level. STAR reading and math tests are nationally normed and administered at least three times each year to track and predict a student's progression and target their individual needs in these areas.

Student attendance data and discipline data is also reviewed monthly and quarterly to identify trends, patterns, areas for early intervention or incentives. Each element of school 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. All student data is reviewed monthly at school MTSS (CST) meetings to determine student placement in Tiers of instruction as well as best strategies and practices to use in the classroom. Data team meetings are held to review formative assessment data, determine skill groups, plan for high yield instructional strategies to be used and then discuss student progress towards those standards. Perception data gathered throughout the school year and through surveys at the end of the year is analyzed and areas of improvement are also addressed. The schoolwide plan is revised as needed and new areas are prioritized for the current year or flagged for the upcoming school year.



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