



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-2024

DATE LAST REVIEWED
Date: 8-10-23

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

SCHOOL INFORMATION	
School Name:	McAuliffe Elementary
School Site Code:	135
Principal Name:	Jennifer McKnight
Telephone:	918-357-6590
Email address:	mcknight.jennifer@unionps.org
School Poverty Rate	95.2%

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

1. Parent and Community Stakeholder Involvement
<p><input checked="" type="checkbox"/> By checking this box, the school principal certifies that:</p> <ul style="list-style-type: none"> • the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESSA, Section 1114(b)(2)] • the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA, Section 1114(b)(4)] • the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]
Meets Expectations
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> 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.

McAuliffe Elementary's Mission Statement:

At McAuliffe Elementary our mission is to unite families, school staff, and the community to assist students in their pursuit of becoming life-long learners and leaders.

- **We will hold students accountable to high expectations while meeting individual academic needs.**
- **We will inspire students to discover and pursue their individual talents.**
- **We will encourage students to set and achieve goals.**
- **We will instill in students the value of giving back by providing opportunities to serve others.**

Vision

McAuliffe is a place where:

Leaders are

Empowered to

Achieve academic excellence

Dream without boundaries

Embrace their community and

Reach their destiny

Motto

Be a Leader!

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

Our school goals are: 1) Increase student achievement by 5% in math and reading on the OSTP state assessments. 2) 100 % of students will meet their personal literacy and personal goals each semester. 3) 85% of students will have at least one academic year of growth in math and reading according to running records or STAR Reading as well as STAR Math. 4) 100% of students will have a leadership opportunity 5) Increase student capacity with social emotional learning instruction by explicitly teaching Leader in Me principles, self-regulation, and growth mindset while considering students' multiple intelligence. The school site leadership team reviews the survey results and celebrates strengths and determines what areas to focus on for the upcoming year for our school wide plan and goals while keeping in mind our school mission.

McAuliffe Elementary Site Leadership

Jennifer McKnight – McAuliffe Principal

Donna Ross– McAuliffe Assistant Principal

Daisy Pokhrel-Duran – Parent Liaison and PTA President

Maria Martinez – PTA member and parent

Ana Gogolakis – Pre K Teacher

Amanda Shine – Kindergarten Teacher

Erin Wood – First Grade Teacher and Parent

Samantha Rangel – Second Grade Teacher

Beth Matlock – Third Grade Teacher

Heather Parten – Fourth Grade Teacher

Steve Martin – Fifth Grade Teacher

Becca Bearden – Instructional Coach
Carissa Ketchum Gray – Reading Specialist
Jennifer Ragland – EL Specialist
Carly O’Dell – Media Specialist
Bryan Enos - Department Lead
Julie Hanes – Special Services Lead

Strong partnership between the school and home are essential to a quality educational program. McAuliffe Elementary is dedicated to the philosophy that parent involvement is integral to the success of each student. For this reason, our team actively recruits parents to partner in meaningful ways to ensure student success. McAuliffe Elementary utilizes a parent liaison that is bilingual to ensure that our Spanish speaking families are represented. Parents on our site leadership team represent a wide range of our student population. The parent involvement policy is developed during the Site Leadership team meeting and is reviewed each year with opportunities to edit at our parent Title 1 meeting. At this time the committee reviews the mission statement to ensure that our beliefs are the foundation for the policies being developed. Additionally, to further nurture and extend the connection between home and school, we have designated Title 1 funding to staff a full-time Parent Liaison. Our Parent Liaison, Daisy Pokhrel-Duran, works with all families and students to coordinate afterschool programs and help families break down barriers that may prohibit their child from reaching his/her full potential.

All documents provided by the school are available in Spanish, the majority second language of our community. Spanish interpretation services are also provided at all family events including Meet the Teacher, Curriculum Nights, Goal Setting Conferences, Family Literacy Night and Summer Slam.

Additionally, Language Line, a language-access program, is available to provide on-demand interpretation to families in their preferred language as needed. School newsletters are sent via SMORES which has the capacity of translating the information in 30+ languages. The district also provides translation of our district website into 11 languages. Finally, the district utilizes Talking Points a texting APP that translates to the family’s home language.

The McAuliffe Parent Liaison works in partnership with the PTA to intentionally recruit parental involvement from our diverse community. Monthly Parent meetings are organized and held in the library. Meetings are planned according to feedback from the community. Our team has developed multiple strategies to help us gather feedback from stakeholders and assess the needs of our community. These strategies include feedback surveys after events, resource surveys, and an annual Measurable Results Assessment that gathers feedback on leadership, academics and culture.

An annual family survey is distributed at the end of the school year. This survey is a part of our Leader in Me program and solicits information from students, staff and parents in the areas of leadership, academics and culture. The site 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. The site leadership team examines the data and how it supports the mission of the school.

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

McAuliffe Parent Involvement Policy

Parent and Family Engagement:

Strong partnership between the school and home are essential to a quality educational program. McAuliffe Elementary is dedicated to the philosophy that parent involvement is integral to the success of each student. For this reason, our team actively recruits parents to partner in meaningful ways to ensure student success. The parent involvement policy is developed during the Title I Leadership Team meeting and is reviewed each year with opportunities to edit.

The goal of this policy is to ensure (a) parents play an integral and meaningful role in assisting their child's learning; (b) parents are encouraged to be actively involved in their child's education at school; and (c) parents are full partners in their child's education and are included in decision-making and on advisory committees to assist in the education of their child.

The ideals of this policy will be fulfilled by:

1. Title One Leadership Team consisting of school personnel, parents, and community members. The Title One Leadership Team will be responsible for writing and revising the School Improvement Plan as needed, or at a minimum of once a year.
2. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of McAuliffe Elementary. Provide the Title 1 Annual Review at the Title 1 Site based parent meeting in September.
3. Administer an annual culture survey to parents of all students at McAuliffe Elementary to reassess the current needs of the community and identify barriers to greater participation by parents, evaluate findings and design effective strategies to meet these needs.
4. Conduct a community "Back to School Bash" (a) providing space for community organizations to present information on resources providing support to the surrounding neighborhood (b) informing parents of the opportunities available to be involved (c) providing parents with Essential Skills & Strategies for Success and explanation of the academic assessments used to measure student progress and proficiency levels (d) sharing expectations of student behaviors and procedures (e) introducing staff to parents and guardians.
5. Parent-School Learning Compact signed in the fall by the student, parent, teacher, and principal will outline how each partner will share in the responsibility for improved student achievement.
6. Ensure information relating to school meetings, parent programs and associated activities is sent in a form and language parents can understand to the extent practicable.
7. Create a Parent Volunteer Roster supplied, updated, and maintained by the Community School Coordinator.
8. Inform parents/guardians on how they can assist their children's learning through e-mail, daily agendas, goal-setting events (parent conference nights), newsletters, Thursday folders, social media, Remind text messages and telephone calls.
9. Encourage parental involvement at McAuliffe through Family Literacy Nights, quarterly parent meetings, Goal Setting Conferences, Super Kids Day, Fun Runs, Winterfest, After-school Showcase and Summer Literacy Programming.
10. Provide parents/guardians timely student assessment data from grade appropriate measures (a) Literacy 1st Benchmarks (b) District CRT Benchmarks, (c) STAR Reading (d) STAR Math (e) STAR Early Literacy and (f) classroom assessments.
11. Parents are notified regarding their students' progress every four weeks, or as necessary.
12. Recruit feedback from parents at conferences for involvement in advisory committee, designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs. First set of conferences is scheduled for September.

13. Provide access to staff and administrators for all parents and guardians. All teachers have email provided to the parent at Meet the Teacher, as well as a telephone with voicemail capability in each classroom. Parents can, at any time, request a conference with staff &/or administrators. All requests are granted as quickly as possible. All visitors must sign in and out at the front office for the safety of all children.

McAuliffe' policies regarding parental involvement match the requirements established by ESSA and prior legislative mandates orchestrated by Title I. An annual evaluation occurs during site plan revisions necessitated by our school wide status regarding parent involvement policies. Amendments are made during the site plan review annually. The district committee reviews the Title I compact signed by parents, teachers and students to better reflect the expectations of each stakeholder in student achievement, home-school connections and barriers to family involvement.

Teachers utilize Talking Points to communicate in English as well as Spanish. The school sends newsletters through Smores, which also translates into multiple languages. The School also communicates via the school Facebook page and Blackboard Connect. Parents can, at any time, request a conference with staff &/or administrators. All requests are granted as quickly as possible. All visitors must sign in and out at the front office for the safety of all children.

McAuliffe' policies regarding parental involvement match the requirements established by ESSA and prior legislative mandates orchestrated by Title I. An annual evaluation occurs during site plan revisions necessitated by our school wide status regarding parent involvement policies. Amendments are made during the site plan review annually. The district committee reviews the Title I compact signed by parents, teachers and students to better reflect the expectations of each stakeholder in student achievement, home-school connections and barriers to family involvement.

McAuliffe reviews multiple sources of data with reading and math that includes OSTP testing reports, district CRT tests, surveys, growth reports, attendance, behavior, reading levels, STAR scores, phonics and phonemic awareness assessments, Common Formative Assessments created by educators. We utilize data on a regular basis to guide instruction. Students and families set goals twice a year and the assessments are used to set the goals as well as track and celebrate achievement of goals. Teachers give assessments throughout the year. Bi-Weekly data teams meet on Thursday to dig deeper with specific power standards for both math and reading and determine specific learning targets and success criteria.

Needs Assessment:

The Site Leadership Team gathers quarterly to analyze academic achievement data, attendance data and review the budget. In August, the team gathers for the Annual Review. The team reviews the Title budget, progress made towards Schoolwide Goals, as well as problems or concerns.

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

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| <ol style="list-style-type: none"> 1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources. 2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners). 3. Examines student, teacher, school and community strengths and needs. 4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement. 5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk. |
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Developing

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| <ol style="list-style-type: none"> 1. Includes performance and/or non-performance data gathered from a limited number of sources. 2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 1111(c)(2) of ESSA. 3. Examines student strengths and needs. 4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results. 5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students in general. |
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Does Not Meet Expectations

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| <ol style="list-style-type: none"> 1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs. 2. Includes analysis of the student body as whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in 1111(c)(2). 3. Examines student deficits. 4. School administrators have not clearly and transparently identified and communicated the school's priorities. 5. Evidence does not show that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students. |
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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.

Academic Data:

Teachers meet once to twice weekly to analyze student data to guide daily instruction in whole group and small group instruction in reading and math. The data is collected through formative and summative assessments. Teachers share data and progress towards goals with students and families. Teachers work collaboratively with language arts specialists, EL teachers, instructional coach and SPED teachers to track student progress and plan for future lessons. The team discusses discrepancies within the data results, especially between STAR data and OSTP. District CRT's are also utilized to help teachers guide instructional planning. EL strategies are a continued focus for teachers to utilize with their students.

STAR Data:

Students took the STAR Reading or STAR Early Literacy assessment, and STAR math assessment three times this school year during a normed testing window, once in the fall, once in the winter and the final one in the spring (some students were assessed more frequently for the purpose of progress monitoring). See STAR data on comprehensive needs assessment.

ELA and Math CRT Data

The Union CRT is a criterion-based test. Students are assessed each of the first three quarters of the school year in grades three through five.

Questions measure proficiency on language arts standards. Growth in percentage of questions answered correctly shows growth in proficiency on the standards. Due to COVID, McAuliffe students only took fall and spring CRT tests. See STAR data on comprehensive needs assessment.

OSTP DATA

Final data from OSTP is still pending.

ACCESS test data

ACCESS stands for "*Assessing Comprehension and Communication in English State-to-State for English Language Learners.*" It's a test that's given to students from kindergarten to grade 12, **to assess their progress in learning English.** The test is administered by the WIDA Consortium, and it meets the government's requirements for Every Student Succeeds Act (ESSA). This act sets forth standards for monitoring a student's journey towards English proficiency.

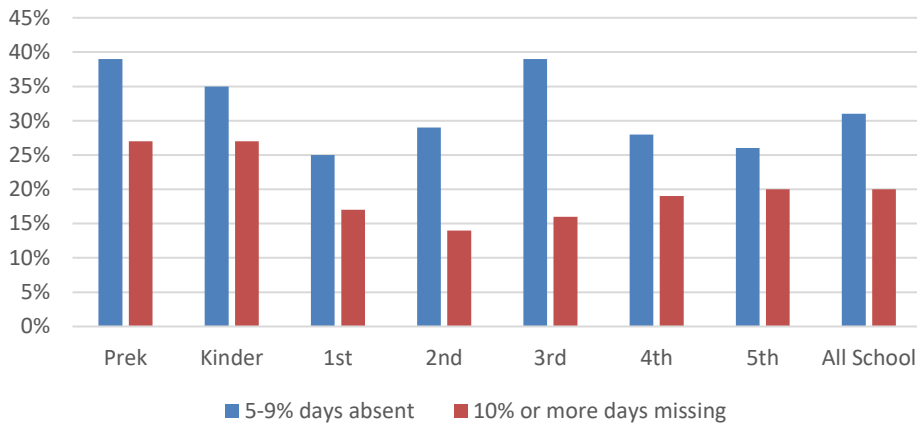
Due to the global pandemic, ACCESS scores are delayed – we anticipate them arriving in August. There were no ACCESS scores for the previous year.

Attendance Data

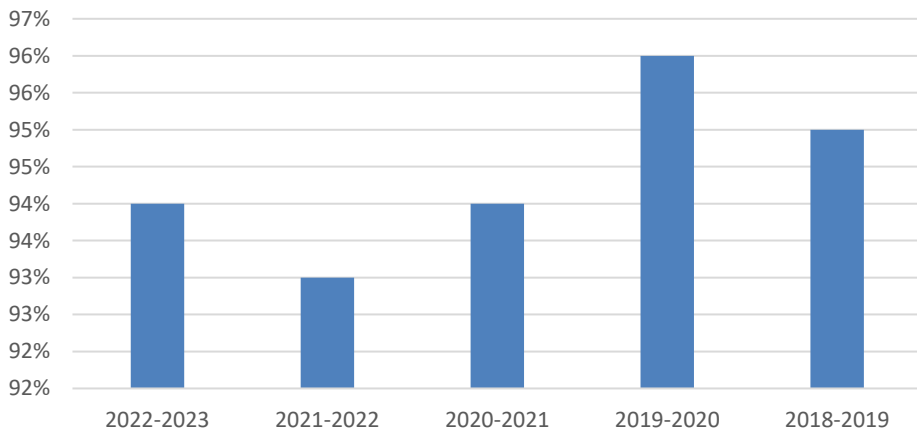
Attendance data for the 2022-2023 remained strong as a building overall with an ADA of 94%.

Unfortunately our percentage of students approaching chronically absent and students chronically absent increased at all grade levels. Teachers share attendance and tardy data with families, then set attendance goals for the upcoming quarter. The Parent Liaison has also worked with families to provide resources and assistance for families facing hardships that may keep students from attending school. Students set attendance goals each quarter as part of our Leader in Me program. Our school wide goal is to have 95% attendance rate. Families are notified monthly through a letter if their child's attendance is on the trajectory for becoming chronically absent.

2022-2023 McAuliffe Elementary
Chronic Absenteeism Rate by Grade Level



McAuliffe Elementary
Average Daily Attendance (ADA)



Staff attendance also has an impact on student learning. This past school year our staff attendance rate was 87% due to teachers taking maternity leaves.

Perception Data:

Measurable Results Assessment – Leader in Me

The Measurable Results Assessment (MRA) is a survey and reporting system that provides schools uncommon insights to the attitudes and behaviors of staff and students. The data informed insights were designed to align with expected outcomes common to schools implementing the paradigms and practices of Leader in Me and seen in the Framework below. As a result of the alignment between the Framework and the MRA outcomes, the data informed insights link schools back to trainings and materials, allowing them to take action to improve areas of needed growth. In this way, it is very important that the scores in the MRA be used as a guide for continuous school improvement. The survey is distributed to staff, parents and students in 4th and 5th grade. Our survey yielded responses from 37 students, 50 staff members and 63 parents.

Survey Scoring Guide

All scores in the MRA Report are presented on a 0-100 scale, with 100 being the most ideal and 0 being the least ideal. Measures will have a +/- element showing the difference when subtracting the score of your previous year with the score of your current year. This element will be GREEN when your current year outperforms your previous year, or RED when your previous year outperforms your current year. A new MRA survey was implemented based on nationwide feedback.

90-100 Highly Effective

80-89 Effective

70-79 Moderately Effective

50-69 Needs Improvement

0-49 Not at all Effective

The McAuliffe Lighthouse teams meet annually to review the data of the survey to develop action plans in the areas most in need of growth. This takes place during a summer retreat and then the school teams meet every three weeks to review progress. The survey components include Leadership, Academics and Culture.

Leadership focuses on the following principles:

- Family and Community Engagement
- Student Leadership
- Staff Leadership

Culture focuses on the following principles:

- Supportive Staff Environment
- Supportive Student Environment

Academics focuses on the following principles:

- Empowering Teachers
- Empowered Learners
- Goal Achievement



Measure	Score	Number of Respondents
Leadership	81	
Family & Community Engagement	83	34
Community Engagement	83	19
School & Family Partnerships	71	20
Family Engagement	86	62
Staff Leadership	79	20
Personal Effectiveness	82	20
Interpersonal Effectiveness	77	20
Student Leadership	82	62
Personal Development	84	100
Positive Wellbeing	77	37
Self-Advocacy	79	37
Interpersonal Development	84	100
Prosocial Behaviors	79	37
Culture	76	
Supportive Staff Environment	79	20
Collective Efficacy	72	20
Staff Voice	86	20
Supportive Student Environment	74	30
Trusting Relationships	63	25
Student Empowerment	78	37
School Belonging	78	37
School Climate	70	20
Academics	78	
Empowering Teachers	79	33
Student-led Practices	80	51
Instructional Efficacy	75	14
Empowered Learners	79	37
Supportive Teachers	78	37
Academic Self-Efficacy	80	37
Goal Achievement	78	22
Student Goal Support	78	14
Student Goals	78	37
School Goals	78	14

Professional Development

Teachers and Staff at McAuliffe Elementary embody a growth mindset. Teachers regularly attend professional development opportunities outside their contracted hours. Teachers also voluntarily participate in a wide variety of summer professional development. Below is an example of the types of professional development that teachers attended during the school year.

- District Wide Teacher Clarity Training
- District Wide Science Training
- LETRS training
- New Teacher Training
- SEL Training
- Professional Conferences
- National Title 1 ESEA conference
- EL Coaching and Professional Development
- Instructional Coaching

Summary:

School Strengths:

Culture

Supportive Staff Environment

Staff Voice – Staff members believe they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as to use voice and choice in decisions that are important to them. 86 points – up 4 points

Leadership

Family & Community Engagement

Family Engagement – Students’ caregivers are satisfied with the way the school includes them in their child’s learning through inclusive opportunities, communication, and support for learning at home. 86 points – up 5 points

Leadership

Student Leadership

Personal Development – Students take responsibility for their actions and emotions and prioritize the things that are most important to their future. 84 points – up 9 points

Interpersonal Development – Students build positive relationships through understanding, communicating and valuing the differences they see in others. 84 points – up 11 points

Areas for Growth:

Leadership

Family and Community Engagement

School & Family Partnerships – Teachers feel like most students’ families/caregivers engage as partners in their child’s learning. 71pts – down 1 point

Culture

Supportive Student Environment

School Climate – Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential. 70pts – down 2 points

Trusting Relationships

Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to. 63pts – down 10 points

Academic Goals and Leadership Goals:

1. Increase percentage of students reaching proficient or above in the area of reading by 10%. - Metric- Renaissance STAR Reading and Early Literacy Assessment
2. Increase percentage of students reaching proficient or above in the area of math by 10%. - Metric- Renaissance STAR Math Assessment (1st-5th Grade only)
3. English Language scores will continue to be tracked using the ACCESS test for listening, speaking, reading and writing
4. Culture – Increase the areas of culture of supportive student environment and trusting relationships by 5 points.
5. Family & Community Involvement – Increase parental participation in school wide events for the upcoming year. Due to Covid we have not been able to provide events this past school year, resulting in a disconnect between home and school.

Staff Needs:

1. Ongoing and embedded PD in the areas of ELA / Math
2. Professional development – Best Instructional Practices / Student Accountability & Engagement / Data & Progress Monitoring
3. Continued support with EL training
4. Continued focus on Teacher clarity and Teacher Collective Efficacy – Planning and Preparation / Teacher Effectiveness
5. Data Team Process and working as a team to plan for remedial instructional practices
6. Development of Language Objectives in content areas
7. Ongoing and embedded PD in social emotional trauma
8. Ongoing and embedded student engagement and empowerment
9. Math and reading small group instructional practices and strategies
10. Professional Development for Classroom management strategies

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.

Evidence Based Strategies:

The leadership team will work toward these goals identified from the needs assessment by continuing our work with data teams to identify students who need more instruction or are not making progress. Administration and staff will stay current with evidence-based strategies to work towards closing the achievement gap. Teachers will work to implement instructional strategies learned from coaching cycles with the EL Coaching Lead and the Instructional Coach.

The resources already available to fulfill these goals are early intervention, school-wide data reviews, individual digital data spreadsheets, Instructional Coach (511 salary), EL Coaching Lead (511), Language Arts Specialist (511), coaching cycles (511 sub days and stipends), collaboration time weekly, PLC meeting every 2 weeks, summer collaboration time for each grade level, after-school programs (511), tutoring (511), summer school(511), project based learning opportunities and visibility and availability of administration.

We will host fall and spring Goal Setting Conferences, which will provide opportunities for families and school faculty to sit down, and plan action steps needed to reach individualized academic goals. McAuliffe site team has reviewed our focus areas together and looked at how our vision for reform can meet the needs of these students specifically. The site based Instructional Coach will continue intentional, embedded PD in mathematics through the lens of teacher clarity and building language objectives. This work includes enhancing teacher clarity, ensuring that learning intentions, questions, activities and assessments are all in alignment with the standards. The EL coach will work with teams to support the development of targeted language objectives. The coach and the teacher will collaborate in a variety of ways; planning, modeling, guided co-teaching, debriefing and reflecting on data and student outcomes. In this process, the students will also be given clear learning intentions and success criteria helping them understand exactly what it is they need to do/learn.

Consistent implementation of math talks using Hand 2 Mind activities, Number Corners and Bridges to Intervention to support the district tool of My Math.

The leadership team will implement EL strategies to help our English Learners access the curriculum as part of our District Plan, Structured English Immersion. Training and work toward embedding language objectives in lessons will be a focus for the building. Minimum of bi-Weekly data team meetings will focus specifically on students who are not making adequate progress with the power standards of both ELA and Math.

ELA will also be a focus this upcoming year with training and collaboration time for teachers to work with the new curriculum adoption. The teams will collaborate to identify additional strategies to impact individual growth. Interventions will be provided by the classroom teacher, Language Arts teacher (511), Paraprofessionals (511) under the direct supervision of a certified teacher (511), the reading specialist or a special education teacher. Title 1 (511) will be used to pay teachers, tutors and support staff in the areas of both reading and math. In addition, RSA funding will be utilized to

support reading intervention for students in K-3. RSA funds will also be utilized to implement the Reading Partners program for the upcoming school year.

Title 1 (511) funding will support literacy and math instruction, classroom management, social emotional learning, multiple intelligence supports, technology, culturally responsive teaching, goal setting through Leader in Me and English Language Learning. McAuliffe will purchase supplemental materials to support literacy such as leveled books, decodable books, books for classroom libraries, shared reading books, interactive reading books and guided reading instruction materials, literacy based instructional activities/ games and materials that promote phonics and phonological awareness and other materials that support an evidence-based approach. Math manipulatives, supplemental math materials and software will also be potential purchases. To support student social emotional learning programs and materials will be purchased including but not limited to Leader in Me, other SEL materials and other culturally responsive teaching materials. In addition 511 money will be used to purchase software that guides instructional planning and provides feedback through progress monitoring

In addition, tools and resources to support multiple intelligence and learning styles such as alternative seating options, visual, spatial and sensory supports will be purchased. Funds will also be used for a instructional assistants and tutors to support small guided reading time and math time, the implementation of technology to support literacy and math and after school tutoring. Tutoring during the day and after school and summer school will support areas of math, literacy and Project Base Learning. In addition, funds will be set aside for EL materials and oral language development materials.

Title 1 funds may also be set aside to purchase or attend the following: PD books, materials and workshops and trainings that support literacy instruction, Leader in Me, math instruction, social emotional learning, culturally responsive teaching, multiple intelligence, teacher clarity, high yield teaching strategies, play based initiatives and EL strategies. Funds will also be utilized for technology software components for both math and reading and technology hardware such as iPad, laptops, document cameras and heads sets.

Extended Learning Time:

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

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

Assessments:

The STAR test is given in Math and Reading at least 3 times a year. This data, along with running records, phonics and phonemic awareness assessments, and classroom common formative assessments are reviewed at data meetings to identify which students are still struggling with specific concepts. Students are identified and an action plan is made to address specific skills and strategies in small groups.

The Response to Intervention process is implemented for all students. Tier 1 instruction includes all grade level instruction and assessments provided to all students. Students who are below benchmark receive an additional layer of instruction (Tier 2) in a small group with the classroom teacher or a

reading specialist, language arts teacher, special education teacher or paraprofessional or interventionist. Students who have not made adequate progress with Tier 2 interventions are discussed at weekly child study (MTSS) meetings. Teachers bring their data points for either math or reading, STAR results, attendance data, observations, ACCESS scores and running records to the meeting. The team reviews the data and determines appropriate instructional next steps for the student. The team may also determine further diagnostic testing is necessary. The nationally normed Aims Web assessment tool may be used to identify specific instructional gaps and to qualify a student for Tier 3 intervention and weekly progress monitoring. Tier 3 intervention is provided for students that aren't making adequate progress in Tier 2 and is typically provided by the skill builder (under the direct supervision of a certified teacher)or specialist. Data is collected and reviewed periodically from 5-10 weeks in Tier 2 and Tier 3 to determine if additional support is needed to support student progress.

Technology:

Teachers and students will use iPads (K-2) and laptops (3rd-5th) to enhance assessment and learning in the classroom. Applications such as CLEVER, Seesaw, RAZ Kids, Exact Path, Happy Numbers and Imagine Learning will increase time on task and allow greater individualization for our students. Each teacher has a Smart Board or Smart TV in his/her classroom. Instruction is interactive and hands on with these tools.

Teacher Inclusion in Data Decisions:

High quality, in-depth, and continuous teacher and staff professional development focus on staff planning and study groups.

The Data Teams Experience: A guide for Effective Meetings by Angela Peery identifies five steps that should take place when data teams meet:

1. The team collects and charts (or displays) the data.
2. The team analyzes the data and prioritizes the needs.
3. The team sets a SMART goal.
4. The team determines the instructional strategies they will implement in order to raise student proficiency.
5. The team determines results indicators.

McAuliffe data teams will meet at a minimum every 2 weeks. Most recently, grade level teams received additional data teams trainings which focuses on the prioritizing power standards, determining learning intentions, setting success criteria for mastery, analyzing student's work and collaborative ideas of appropriate re-teach strategies to ensure mastery of standards.

Student Interventions:

Listed below are specific student academic interventions:

1. Student Data Gathering- All students' STAR, phonics and phonemic awareness Assessments, Independent Reading Level and District benchmark assessments will be charted and monitored for progress. Data is discussed during data meetings and at Child Study meetings (MTSS) in order to incorporate differentiated instruction and intervention for all students not mastering academic achievement standards.

2. Response to Intervention-

- 1) Parent/Teacher Referral for Tier 3 brought to Child Study Team (MTSS) after Tier 2 data collection has revealed lack of adequate growth.

- 2) Student enters Tier 3. Receives daily intervention session in small groups of 1-3 students. Weekly progress monitoring with Aims Web assessment tool.
- 3) Data is reviewed by Child Study Team at 5th and 10th data points.
- 4) Team recommends action based on data.

Student making progress- continue with Tier 3 interventions.

Students not making substantial progress, complete REDS.

3. Scheduling- Daily schedule is structured to minimize non-instructional activities and daily distractions.

4. Family Reading/Math / STEM Nights- McAuliffe will sponsor activities for families. Family Events teach parents/guardians how to focus student reading within the child's Independent Reading Level and provide materials to use at home. Math nights provide families a fun way to incorporate math at home. Make and take activities are often a part of these evenings. Title 1 (511) funding is used to pay teacher stipends for family nights.

5. Summer Programming- Summer programming is provided for K-4th grade students and funded through Title 1 (511), RSA (367) and ESSER funds. Our goal is to bridge the summer reading gap and provide opportunities to read with direct instruction, preventing summer loss. Summer Programming may involve Summer Reading Academy, tutoring, open library times, project-based learning and family engagement events. Summer programming will also support math instruction and project-based learning instruction.

6. Systematic Behavior Plan Process (Behavior UBEST)

Tiered Approach: Tier 1 Teacher determined classroom management plan, Tier 2- individualized behavior plan developed and implemented by classroom teacher, Tier 3- behavior plan developed and implemented by UBEST leadership team.

Data tracking, review meetings, intervention adjustments based on data.

Classroom behavior supports provided by administrative team and full time Behavior Coach (623).

7. Counselor Peer Groups- Counselor will establish peer groups of students struggling with social and family issues. The counselor will coordinate with Open Arms, a therapeutic counseling service to provide individual and small group support.

8. School-Based Therapy, Partnership with Open Arms of Oklahoma - One full time and one part time school-based therapist support the most at-risk students during the school day, providing individualized therapy for identified students and families. Therapists are added as the need for supports increases.

9. Tutoring- Students performing below benchmark may be offered reading and/or math tutoring by a certified teacher (511) or a paraprofessional (367 or 8801) under the direct supervision of a certified teacher. Additionally, 511 funds may be used to provide additional tutoring support during the school day by a certified teacher.

10. Students at McAuliffe Elementary have had the opportunity to lead in classroom and schoolwide leadership roles. The schoolwide roles include morning announcements, photographer, ambassador, student lighthouse team, compost crew, recycle crew, attendance tracker, peer mentors, school beautification, assembly leaders and office helpers.

11. Safety Patrol- Identified group of student leaders arrive before school and stay after school to assist staff with safe arrival & dismissal of school.

12. Vision, Hearing & Dental Screenings- All students are screened during the 1st semester to identify any student needs. Parents are provided information and resources for students needing corrective action.

13. Two retired certified teachers will provide interventions during the school day. Salaries are funded through Title 1 (511) ESSER (795) and RSA (367). STAR Literacy assessments, as well as running records and Phonics and Phonemic awareness assessments will be used to determine students who are working below benchmark. Certified specialists and the skill builder (under the direct supervision of a certified teacher) provide interventions and partner with classroom teachers for reading and math instruction. Pull out instruction will be provided for students who need Tier 2 and Tier 3 interventions for reading and/or math in a less distracting environment.

14. Reading Partners also provides support for students who are struggling with reading. Reading Partners coordinates volunteers to work with students twice a week for 45 minutes each visit focusing on reading foundations and strategies. This service is paid for through RSA (367).

Professional Development

The focus of our professional development this year will continue to focus on Leader in Me, reading, math and English Language Development using the lens of the teacher clarity format. A partnership with Corwin will provide additional training on Teacher Clarity and coaching days. Teachers will participate in ongoing professional development with structured follow-up training focusing on scientifically evidence based instructional strategies with an emphasis on vocabulary development, differentiating their instruction for all students, utilizing assessment/data as tools for decision making, grade level teaming to produce continuity of input, teacher clarity, culturally responsive teaching and English Language development and student-centered strategies.

1. Coaching Cycles specifically designed for individual teacher and students needs regarding reading, writing, word study, math, classroom management, teacher clarity and acquiring English proficiency (511).

2. Fall will consist of coaching in the areas of teacher clarity, classroom management, building classroom community, setting routines, formative assessment, goal setting and creating action plans for specifics students' literacy growth or mathematic development, as well as using the ACCESS score to group EL students by domain and need. Teachers will have sub days provided (511), allowing the instructional coach and consultants to meet and plan with teachers working on personalized instructional goals through the coaching model.

3. Teachers will have the opportunity for individualized coaching cycles (511) that respond to specific teacher needs; math concept development (unit design), intentional interactive read aloud, student engagement, EL strategies, integration of foundational skills into the balanced literacy framework, classroom management, building classroom community/ social-emotional work, goal setting, teacher clarity, math and reading whole group and small group instruction etc.

4. Book studies addressing reading, math, teacher clarity, social emotional needs, culturally responsive teaching, trauma informed instruction, distance learning and EL focus areas may be purchased to support individual teacher growth (511, 367 or 8801).

5. All grade levels will meet weekly to plan for their grade level using State Standards and formative assessments to differentiate. The teacher clarity model will be used to develop weekly learning intentions.

6. Teachers and other instructional leaders may also travel in and out of state to attend a professional conference that addresses the areas of focus – reading, writing, math, English

Language development, student engagement, social emotional learning, Leader in Me, teacher clarity, small group instruction, and data teams(511, 538).

Teacher Retention

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

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

Human Resources posts job openings as soon as they are available on the Union website. Once teachers are hired, they work closely with each school's instructional coach to learn about and develop content knowledge in Union's curriculum. Lead teachers help mentor new teachers throughout the year. Union Public Schools has negotiated a retention stipend for returning teachers for the last twenty years.

Additionally, The District offers higher education reimbursement for employees, as well as an Employee Clinic with exceptionally low co-pays. Finally, the district offers stipends to employees to add EL certification to their certificates.

McAuliffe offers a supportive culture of professional learning community, as well as a strong culture that supports positive collegial relationships. The social committee plans ongoing staff activities to build and maintain community.

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

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

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
RSA funds – carry over – reading partners and tutoring	
Title Money after salaries are paid	
ESSER – tutoring and after school programming	

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 two certified academic specialists and an instructional coach and an elementary EL 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 are also used for tutoring during the day and after school programming involving reading, math and project based learning instruction, as well as summer programming designed to decrease the summer slide.

The skills to be taught within the group are determined through ongoing formative assessments such as phonics and phonemic awareness assessments, running records, etc. 511 funding will also be used to purchase professional development reading materials and instructional materials and manipulatives. 511 funding will support teacher training using subs and coaching cycles as well as attending professional development seminars and workshops both in person and virtually.

FEDERAL

541-Title II- New Teacher Cadre training, Math Training-Vertical Alignment, Writing Instruction-institute EL-We are all teachers of English Learners, STEM & Aquaponics, Districtwide Teacher Trainers

572- Title III- WIDA Standards, EL Placement Training, Data Analyzation, Culturally Responsive Teaching

561- Title VI- Salaries for Native American teachers for individualized tutoring and cultural enrichment

596- Title IX- District Liaison provides services and meets the unique needs of our homeless students/families

563- Johnson O'Malley- School supplies for Native students, cultural activities, summer school for Native students, tutoring for Native students,

STATE & LOCAL

367- RSA Tutoring, Reading Partners and small group instruction

795 – ESSER – Interventionist, tutoring, newcomer supports

206- Project Lead the Way training for new teachers-Launch Training

216- Vision 2025- Training, EL Certification

217 -Vision 2025-Teacher Recruiting

218- Vision 2025-Retention, Higher Education Tuition reimbursement

2092- Higher Education Tuition Reimbursement for certified and support staff

PTA

Union Education Foundation Mini Grants

ESSER Funds supplemented Title 1 and local funds for summer programming and early childhood assessments. ESSER funds also provided stipends for SeeSaw for teachers. ESSER funds also provided Zoom licenses.



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.

The site leadership team meets monthly to review academic data, attendance data, school budgets and plan family events. The site leadership team represents each grade level and department.

Additionally, the data informs decision making for the following school year.

Academic data is analyzed routinely. The upcoming school year the district has 5 virtual days for teachers to meet in grade level and department teams to conduct PLC and data team meetings. Data meetings are scheduled with the Title 1 Instructional Coach, Principal/Assistant Principal, and Classroom Teacher each quarter. If a student is not making adequate progress, the team develops an action plan targeted for the student's individual needs.

The team also reviews student data during regularly scheduled Child Study meetings called UBEST.

Through the MTSS process, students in need of additional intervention are identified and receive appropriate services.

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.

In addition, McAuliffe elementary has a School Lighthouse Team that is part of the structure of our Leader in Me program. This Lighthouse team reviews components of Leadership, Academics and Culture. This team has developed multiple strategies to gather feedback from stakeholders and assess the needs of the community. An annual family survey is distributed at the end of the school year. Event surveys are also completed at our big events, and special surveys are done throughout the year. Data is collected and entered onto an Excel spreadsheet. The Lighthouse leadership team uses the information to analyze program effectiveness, involvement/ participation and to assess ongoing needs of the school community. The Lighthouse team develops yearly action plans for each area of Leadership, Academics and Culture that are designed based on the yearly survey results. Each staff member in the building is then assigned to one of the action teams. Leader in Me meetings take place monthly to review the progress of the action plans.