



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-2024

DATE LAST REVIEWED
Date: 8/31/23

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

SCHOOL INFORMATION	
School Name:	Rosa Parks Elementary
School Site Code:	155
Principal Name:	Heather Federline
Telephone:	918-357-6890
Email address:	Federline.heather@unionps.org
School Poverty Rate	89.091%

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



1. Parent and Community Stakeholder Involvement

By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESSA, Section 1114(b)(2)]
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA, Section 1114(b)(4)]
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]

Meets Expectations

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

Developing

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

Does Not Meet Expectations

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



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

#1 Specific strategies are designed to increase family and community involvement at Rosa Parks, including but not limited to: Offering parenting classes to provide support for families outside of the school setting, support for families personal needs (food at the holidays, backpack food on the weekends, assistance during the holidays with gifts, Unions Clothing Closet, Operation School Bell), Baby book club, Fall Festival, Bingo Night, Parent/Teacher Conferences and Goal Setting, Hispanic Parent Meetings, PTA Meetings, Family Literacy and Math Nights, Student Celebrations, etc.) Based upon findings from the Needs Assessment, our student and families lack a sense of connectedness with each other, and the school. Families are overall satisfied with the school but their sense of trust in the school has consistently declined over the past few years. At Rosa Parks, we will continue to monitor our family events and outcomes. Families listed security as a top priority and also requested more family centered events. Because of these findings, we will plan events that allow families to engage with one another, as well as develop stronger, more positive relationship with staff. These events will be very family centered, but also provide opportunities for families to learn about their role as a partner in their child's educational journey and strategies to use at home to assist with reading and math.

#2 Rosa Parks is a Community School in the Union Public School District. In conjunction with the Union District Strategic Plan, the Rosa Parks community works collaboratively to create a positive school culture, provide a high quality education for our students and is supportive of the school's goals. The Site Leadership Team meets regularly to review academic data, attendance data, school budgets, plan family events and grow as leaders and educators. The Site Leadership Team is comprised of school staff, parents and community stakeholders that represent the demographic composition of Rosa Parks Elementary. The most at-risk student population is represented and team members are an integral part in the decision-making process, development, monitoring, reviewing and revision of the Title I Schoolwide Plan throughout the school year.

Rosa Park Site Leadership Team:

Heather Federline, Site Principal
Rebekah Johnson Boyer, Site Assistant Principal
Sidney Webb, Parent Liaison
Bethany Randoll, Instructional Coach
Kim Calderwood, Pre-K and parent
Heather Ross, Kindergarten
Le Roberts, 1st Grade
Molly Gabbert, 2nd Grade
Stephanie Solnok, 3rd Grade
Maya Tenor, 4th Grade
Amy Schwier, 5th Grade
Gina Smith, Media Specialist
Suzanne Schneider, Counselor
Andrea Orr, Reading Specialist
Jessica Carter, Early Childhood Special Education
Jamie Cole, EL Coach
Dean Marshall, Gifted and Talented
Grace Newman, Family and Children's Services on site counselor
Kalie Miller, Global Gardens (Community Partner)

Parent Representatives: Jamie Light, Ondrea Hawkins, Teresa Farinas, Ahlakeh McKoy, Brettnei Ryburn (PTA), Elizabeth Martinez (Stie Secretary/Parent)

#3 The original Rosa Parks Vision and Mission statements were collaboratively created by staff, students and families when Rosa Parks Elementary opened in 2006. It has been reviewed annually by the Title I Leadership Team and revised in June 2022 to represent our community's changing values and beliefs.

Vision Statement

Rosa Parks Elementary is a community school that creates lifelong learners who are socially, emotionally, and academically successful citizens in a diverse and ever-changing world.

Mission Statement

It is the mission at Rosa Parks Elementary to strive everyday for...

Accountability,
Individualization,
Communication,
Engagement,
& a safe, positive school environment.

#4 Rosa Parks 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. Parents join staff members as part of the Site Leadership Team to develop the site Title I Schoolwide Plan. Meetings are held throughout the school year to analyze, evaluate and revise the plan according to current school data and trends. The parent involvement policy is developed during the Title I Leadership Team meetings and is reviewed each year with opportunities to edit. The parental involvement policy is distributed to parents at the beginning of the school year and available at the front office, as well as posted on the school's social media page and digital school newsletter. A Parent-School Compact has also been created to solidify the strong relationship between family and school. It outlines the responsibilities of each party involved and directly correlates to student success as the number one focus. Each family receives a compact at Meet the Teacher for each of their children. At conferences, the teacher and family set goals for each child for the upcoming school year.

Additionally, Rosa Parks Elementary identifies as a community school. The community school's philosophy supports school personnel, parents, neighbors and community partners working together so our children can participate in a strong instructional program by living and learning in safe and supportive environments. The school district is committed to the increased parental involvement and community connections and in 2011 the community schools coordinator position became a Title I funded position as a Parent Liaison. Our Parent Liaison, 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, but can be translated into any language upon request and made accessible in a variety of formats, digital or paper. Spanish interpretation services are also provided at all family events including Meet the Teacher, Back to School Night, Fall Festival, Goal Setting Conferences, Family Nights, Bingo, PTA meetings, assemblies, 5th grade graduation, talent show and any other grade level and school information nights. Additionally, Language Line, a language-access program, is available to provide on-demand interpretation to families in their preferred language as needed. District announcement, as well as

district and school information can be found on our district website which has a translation box that includes 11 different languages. The Rosa Parks Parent Liaison works in partnership with the PTA to intentionally recruit parental involvement from our diverse community. General PTA meetings are held quarterly and focused on enhancing learning and enriching the lives by encouraging a partnership between home and school. Monthly Spanish Parent meetings are organized and held on campus or via zoom. These 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. An annual family survey is distributed at the end of the school year. This survey solicits information from parents in the areas of academics, after school programming, safety, communication and culture. 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. The 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. This year we will include a hope centered survey for our 3rd-5th grade students to gather information about students social and emotional wellbeing. The districts Hope-Guidance-Social and Emotional Learning department assists us in administering this survey three times over the course of the year and we analyze the data to determine trends and areas of need.

<p>2. Comprehensive Needs Assessment</p>
<p><input checked="" type="checkbox"/> By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA, Section 1114(b)(6)]</p>
<p>Meets Expectations</p>
<ol style="list-style-type: none"> 1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources. 2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners). 3. Examines student, teacher, school and community strengths and needs. 4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement. 5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.
<p>Developing</p>
<ol style="list-style-type: none"> 1. Includes performance and/or non-performance data gathered from a limited number of sources. 2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 1111(c)(2) of ESSA. 3. Examines student strengths and needs. 4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results. 5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students in general.
<p>Does Not Meet Expectations</p>
<ol style="list-style-type: none"> 1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs. 2. Includes analysis of the student body as whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in 1111(c)(2). 3. Examines student deficits. 4. School administrators have not clearly and transparently identified and communicated the school's priorities. 5. Evidence does not show that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students.

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

#1 Rosa Parks Title I Schoolwide Plan is developed based on a comprehensive assessment of needs, including performance/academic achievement data, non-performance data, process data and perception data. Our leadership team reviews a variety of data to determine schoolwide needs and to address the needs of children not meeting academic standards and those at risk of failing. Performance data includes state assessment data on the OSTP. Students' scores are reviewed each year to determine areas of need and focus for instruction. Preliminary data for some grades is received during the summer, but final scores are not released until the next school year. Other performance data utilized in the Comprehensive Needs Assessment include STAR Early Literacy, STAR Reading and STAR Math, nationally normed, standards based assessments given to all students grades K-5. Additionally, students in 3rd through 5th grades are given district developed CRTs, which are criterion based and administered three times per year to measure proficiency of state academic standards. At primary grade levels, we utilize phonemic awareness and phonics assessments to gather data about emerging literacy skills and students' reading skills. Additionally, English learners are assessed using the WIDA assessment. This assessment gives students an ACCESS (Assessing Comprehension and Communication in English State-to-State) score helps us plan instructional strategies to support language level needs. Non-performance data, including attendance and discipline data are tracked and monitored through Power BI. Our student management system, Infinite Campus, also tracks and stores this data. At the end of the school year, teachers are asked to complete a Title I Needs Assessment survey to help inform decision making for the next school year. 3rd through 5th grade students participate in a hope centered survey 3 times throughout the year to help evaluate their social and emotional well-being. All data collected is analyzed by our Title I leadership team to determine program effectiveness, family engagement/involvement, and to identify the strengths and ongoing needs of our school community. In addition to this data, our district works in collaboration with the University of Oklahoma to survey our families, staff and students on the culture and climate of our school and district. The University of Oklahoma summarizes the information and shares the results with our school and district.

#2 Analysis of Data

Demographics:

Rosa Parks Elementary serves approximately 660 students from Pre-k through fifth grade. We have a diverse population, which includes multiple cultures and socio-economic groups. Approximately 88.091% of our population receive free or reduced lunch. Within our school boundaries are 6 apartment complexes; many of which are Section 8. Our student demographics have remained consistent over the past few years. In order to better understand the analysis of data and identified needs, a breakdown of demographics are listed below: Hispanic students make up the largest population of students at 51%. Black is our next highest sub-group at 16% and White at 13%. Pacific Islander, with 2%, Native American at 1% and Asian at 8% make up the smallest population at our school. 41% of our students are EL, 19% are children with disabilities and 6% are homeless. Our economically disadvantaged percentage decreased this year from 89.9% to 88.1%.

Academic Data:

Unlike the previous year, every grade did not see growth in the STAR reading assessments. When looking at subgroup data, all grades, except 1st saw growth from Fall to Spring on the STAR reading assessment. Native American, Asian and Multi Race showed decrease in proficiency, however, these sub groups are made up of only a few students. Hispanic students in 1st grade and Black students in 4th grade had

decreases in proficiency. On the STAR Math assessment, 2nd grade, 3rd and 5th, although only 1%, had an increase in proficiency from Fall to Spring. 4th grade decreased by 1% and 1st grade stayed the same. Black students in 1st, 3rd-5th all say a decrease, anywhere from 15%-41%. Our 4th grade students in our white, black and Hispanic sub groups all showed a decline in proficiency from Fall to Spring. STAR data shows an overall low rate of growth for our Black students in Math. This continues to be a low-performing subgroup within our building.

District CRT data still remains low. The Language Art CRT's, which is cumulative shows that our 5th grade students decreased in proficiency at the end of the year, and only 14% of students are proficient. 3rd and 4th grade students showed an increase in proficiency on the LA CRT. Data reported on Math CRT is unreliable due to Math standards being assessed quarterly, however, the data does show that our 4th graders are not acquiring skills taught and assessed during the 1st and 3rd quarter. 5th grade had over 1/3 of the grade showing proficiency with skills taught during the 3rd quarter.

OSTP results show that 3rd and 5th grade both decreased in proficiency in ELA, and 5th grade in Math and Science. 3rd and 4th grade saw a slight increase in Math, along with 4th grade in ELA. Based upon our state testing data from 2022, our SPED student population did not show significant enough growth, therefore placing on the state departments Continuous School Improvement list. Unfortunately, this information is not based on our current OSTP scores, but we will continue to provide remediation and support for our students on IEP's throughout this school year.

Based on the above performance data, it is imperative to continue to provide intervention and remediation to all students, specifically targeting our SPED students and our Black subgroup in math. All students continue to not meet proficiency in reading and math. Overall, minimal growth across all grade levels and subgroups will be addressed through targeted small group intervention.

In the spring 2023 Rosa Parks Elementary had 11 students reach the FEP level in their ACCESS test. Based on scores this year, speaking is the domain that needs to be an area of focus. Our EL coaches will target this area in their coaching cycles with teachers with an emphasis on academic language.

Attendance Data:

Rosa Parks overall attendance rate was a 93.01% for the 22-23 school year, which was only a .23% decrease from last year. Our Hispanic subgroup had a decrease in attendance. Asian and Pacific Islander did as well, but they are a small population of students. Primary grades tend to have the lowest attendance rate, and decreased along with 5th grade. Hispanic students have our highest chronic absenteeism, however, this is our largest group of students, so naturally it would be larger. By grade, 5th graders have the most chronic absenteeism.

Discipline Data:

School-wide discipline data shows us that 93% of students at Rosa Parks did not receive a discipline referral throughout the school year. There were 59 total incident referrals during the 22-23 school year. When looking at the students that received discipline referrals, our Hispanic students received the highest number of referrals making up 47% of referrals. The next group was Black with 35% of the referrals. These 2 subgroups have remained the highest for the past 2 years. Throughout the school year, 51 incident referrals resulted in suspensions. 11% of these suspensions pertained to special education students, which was a significant increase from the previous year. 4th grade had the highest number of incident reports with 17, with PK and 3rd coming in second with 9. 1st grade had the lowest with only 3. Males had almost double the amount of referrals over females. The high number of referrals can be attributed to a certain few students

that were repeat offenders and had some significant behaviors that required removal from the classroom or building.

#3 An analysis of student, staff, school, and community strengths and needs was completed using a variety of perception data. Feedback from surveys indicated a variety of strengths and areas for improvement. The OU survey which was given our 4th grade students and families, as well as the staff revealed that students feel supported by their community and their teachers, they place a high amount of trust in school and other students. Bullying still seems to be a low ranking item on the OU survey, along with cyber bullying. Students taking ownership in the mission, safety, trust in other students and trust in the teachers also show a decrease from the previous year. On the student hope survey, less than 50% of the students surveyed ranked favorably that they can regulate their own emotions. Growth mindset was not much more than 50% ranking favorably. Our Hope rankings did increase in both surveys. This could be attributed to common language that is used throughout our morning meetings and the Hope lessons taught during that time, where we continue to strengthen the development of student social and emotional regulation as well as culture building.

Results from student surveys are mirror the results of parent's surveys. Parent too have high trust in the school, however this trust has declined since last year. Parent satisfaction is ranked high, but has decreased slightly. Parents feel that the quality of the programming is good, as well as the outreach. On the building survey, parents still do not feel connected to each other. They are still requesting more opportunities to be involved through events that are family oriented, social in nature and are more classroom centered. They state that communication is good and that there are positive relationships between staff and students.

OU survey results show that faculty are still showing a low amount of trust in parents and students. It also shows low areas in autonomy, support of psychological needs, program coherence, teacher burnout. These areas have been low since 2021. Upon reflection, the leadership team feels that a sample size of 28 teachers in not enough to show any significant areas of weakness or strength. They would like to look at the questions closer and determine if there is misunderstanding in the wording or if this is an accurate depiction of the staff views. Overall, continued work needs to be done to build positive relationships between staff and families.

Based on the Professional Development needs survey given to staff at the end of the 2023 school year, teachers are identifying the most need in the area of Small Group Instruction (7.3 avg.). The next highest need for Professional Development opportunities would be in the area of Differentiation (5.3 avg.). Other areas would be developing and using formative assessment, classroom management and Hope/SEL supports. Some critical needs to address through professional development in the 2023-2024 school year would be in the area of intervention time. This block of time is used to increase student academic success through individualized instruction. Another critical need for our professional development growth would be to expand our knowledge of behavioral supports. Through increased behavioral supports in the classroom we strive to create an environment that focuses on physical and emotional safety to build positive relationships between staff, students, and families. We will also continue to support teachers in small group instruction throughout their day and become increasingly persistent with implementation of new curriculum resources. We will also continue our focus on small group instruction, differentiation, assessments and research based strategies through our data teams/collaboration meetings. Collaboration will be a focus area for professional growth, with professional development time spent on the structure of effective collaboration and data teams.

We also know there are many areas of need and continued focus for our students to be successful and our staff to feel competent in performing their jobs. Students need continued support with regard to social and emotional learning, along with teacher training and PD to support this initiative. The students at Rosa Parks

need targeted intervention and additional support to make academic gains across all grade levels, subject areas and low performing subgroups. A continued focus on professional development and training in Math and Reading strategies will assist teachers in meeting the individual needs of our students. We will continue with our focus on connection in an effort to strengthen relationship building between staff and students, staff and families and family to family. We will provide more family centered events where they can not only learn ways to assist their children at home, but also develop friendships and build relationships within their community.

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

Student Well Being

We will continue to support the social emotional and behavioral needs of all students by ensuring access to school guidance focused on SEL/Hope, trauma and behavior supports throughout the 2023-24 school year.

Connection and Relationship

Continue to implement strategies that nurture positive relationships amongst staff, students and families while increasing parental involvement and school connectivity.

Academic Growth

Increase all students reading and math proficiency to the 50% or above, focusing on differentiation, individualized instruction and targeted intervention for students with deficiencies and in our lowest performing sub groups, with STAR as evidence. As well, we will work towards increasing our student's on IEP's reading and math proficiency by 15% with the STAR as evidence.

#5 Emphasis in the areas of scaffolds, strategies and language support for our EL students, specifically in speaking, continued professional development in the areas of teacher clarity and data teams and targeted intervention for our lowest performing students showed improved outcomes for all students, including our most at risk sub groups, as there was evidence of overall positive growth in reading and math, for most grades on district assessments. We believe this is a result of the many strategies implemented to support language for our ELs, and budgeting for Language Arts Specialists and para-professionals to support students in literacy. Academic achievement continues to be below desired state expectations, and we see the need for continued emphasis in literacy skills, but also more emphasis needs to be placed in math as our students are not seeing significant gains.

Despite the Covid 19 pandemic, student, parent and staff satisfaction at Rosa Parks remains positive. This is a direct result of staff rapport with one another, connections built between staff and families, community partnerships and opportunities for students and families (511) organized by the School Liaison (511), and the time spent focusing on the student's social emotional well-being during morning meeting and through our districts HOPE/SEL centered initiatives.

3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [ESSA, Section 1114(b)(7)(A)(iii)]
- provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;
- be evidence-based as defined in ESSA, Section 8101(21)(A).

Meets Expectations

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



Developing

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

Does Not Meet Expectations

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

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

#1 Rosa Parks' teachers and staff use a variety of evidence-based strategies to support the learning needs of all students. Based on our most recent test scores, our English learners, students on IEPs, and minority students are still performing below state norms. Evidence-based strategies include, but are not limited to, the use of a balanced assessment system to set goals and drive instruction, the use of scaffolds and visual supports, including learning intentions, setting success criteria, utilizing formative assessments, providing feedback, student exemplars, whole group, small group, and individualized instruction, maximizing personnel to meet the needs of our students with the most significant learning gaps, targeted small group reading and math instruction through the RTI process, curriculum alignment, intentional use of technology and extended enrichment programming focusing on reading, math and STEM. Additionally, every English Learner receives 45 minutes of English language development (ELD) time each day, with targeted language acquisition instruction from a certified teacher. To support students' social/emotional needs, we will continue to focus our efforts on providing social/emotional strategies to increase student's ability to socialize, regulate emotions, achieve personal goals, establish and maintain supportive relationships and make responsible decisions.

Rosa Parks' staff and students use the Oklahoma Academic Standards to guide our instruction. Our district has adopted Super Kids and Scholastic Literacy as the core reading program to support this instruction. For each resource, teachers utilize guides that link Super Kids and Scholastic to the Oklahoma Academic Standards. Teachers begin units with an essential question and teach skills through read aloud, mini-lessons, writing, phonological awareness & phonics, fluency, print concepts and speaking and listening. Teachers start with the OAS objectives and backwards plan with unit goals and strategies. Additional resources may be used to fill in any gaps to ensure standards are being met at each grade level. Pacing calendars are followed to ensure all standards are met throughout the year. Teachers will continue to individualize goals based on language levels for our EL students, including language objectives embedded in the content, as well as differentiated supports and scaffolds. We will continue to focus on listening, reading, writing and speaking domains for our EL students to support language development in all content areas. Our district selected ELA resource provides intervention support to be used by our Special Education teacher, Reading and Language Arts Specialists, paraprofessionals and classroom teachers during small group instructional time. SIPPS is also used to provide supports for our students on IEP's. My Math is an evidenced based core math curriculum used for K-5th grade. Teachers use My Math as a guide for math workshop, providing opportunities for math fluency, workstations, engaging routines, and deep conceptual understanding of standards. My Math also has differentiation built into every lesson to provide support to Tier III students, as well as to challenge, extend and enrich those working beyond grade level expectations. Additional supports can be found in their on-line resources through their Targeted Strategic Intervention Guide, which offers alternative lessons, providing another approach to each mathematical concept for RTI students. In addition to Super Kids, Scholastic Literacy and My Math, staff use Twig Science; Project Lead the Way, Savvas and Social Studies Weekly.

During the 2022-23 school year we continued with our one to one initiative. Every student had a device, either an iPad for K-2 or a laptop for grade 3-5. Devices were used for in-class instruction, assessments, distance learning and our virtual program. Project Lead the Way Curriculum is implemented K-5. In PLTW students engage in problem solving and process thinking, develop technical knowledge and skills, and build

communication skills. RAZ-KIDS plus is an evidence based resource that provides a library of differentiated books at 29 levels of difficulty students use to practice reading in school, at home, or on the go. Digital and mobile access means that students get the personalized reading practice they need anywhere. Imagine Learning is an evidence based language and literacy software program that accelerates English learners.

Title I funds may also be set aside to purchase materials or attend the following trainings or workshops in support of the evidence based strategies used: Professional development books, materials, workshops and trainings that support literacy instruction, math instruction, social emotional learning, Visible Learning, data teams, high yield teaching strategies, play based initiatives, trauma informed instruction, culturally responsive teaching practices, EL strategies, classroom management, social and emotional learning, communication structures and positive culture development. Funds will also be utilized for technology software components for both math and reading and technology hardware such as iPad, laptops, document cameras, heads sets, iPad covers and laptop/iPad storage/charging stations.

#2 Numerous opportunities are provided for teachers and staff to analyze multiple forms of data all year long. Becoming more fluent in assessments and teaching practices based on data in real time is crucial for student feedback and growth. Currently, our teachers use a wide variety of data including: OSTP scores, District created CRTs, STAR Reading, STAR Math, STAR Early Literacy, WIDA scores, Scholastic Reading Assessments, and RTI model data assessments on struggling students. Our data is able to help us predict with high accuracy which students need remedial work, additional time with a reading or language specialist, special education professionals to review data and additional focus by the classroom teacher. Teachers work collaboratively to analyze their grade level data in data team meetings. Teachers are given professional development days during the year to work with the instructional coach (511) to prepare and plan larger units based on their data and align curriculum. Specialists and paraprofessionals are used to provide target intervention for our lowest performing students in all grades in literacy and math. In monthly meetings, teachers meet with reading specialists to go over individual student data, progress and update our school spreadsheets. The faculty utilizes the data spreadsheets for: whole-class instructional planning, small-group instructional planning, differentiated instruction, intervention planning/prioritization, rethink current intervention frameworks, student groups, schedules, staff assignments, etc. course/class placement, rewards/incentives/recognition, IEPs, predictions/planning for state testing, RTI cross-check, school goal-setting, individual student goal setting, Title I reporting, and school improvement reporting. RTI begins with the teacher in the classroom with evidence-based interventions and curricula taught by credentialed teachers.

RTI involves determining students' mastery of material and response to classroom management through effective assessments and progress monitoring. When students are not successful over time, RTI is a component of a problem-solving process that determines why success has not occurred. Teachers work in teams to determine what to do about it. During our RTI process, students work in small groups of 5-7 students and progress is monitored closely. If students are not progressing after 8 weeks of instruction, strategies are changed or they move to the next tier of services. Students work in groups of no more than 3 and are monitored for 10 weeks. At the end of 10 weeks, it is determined if students need to continue supports while working in small group of 5-7 or if they may need to be referred for additional assessments or special services.

#3 Rosa Parks has partnerships established with several wrap-around and support services and agencies. Community Health Connection (CHC), a Federally Qualified Health Center (FQHC), operates a community clinic on site at Rosa Parks. They provide quality, affordable and accessible primary **health** care services in

a culturally effective and language-appropriate manner. Information about their services is provided to our families throughout the school year. Representatives from the clinic also attend our school-wide events.

Family and Children's Services (FCS) provides 1-2 onsite counselors, as well as a behavior specialist, that 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.

In previous years Rosa Parks has hosted interns from The University of Oklahoma-Tulsa (OU-Tulsa) School of Social Work bachelor and master degree programs. Internships are year-long and students work closely with our parent liaison and counseling staff members to provide a variety of services to support the needs of staff, students and families.

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. THD also coordinates free rides to health-related appointments for parents who cannot get their children to and from such appointments. They may also provide similar services for prescription pick up or other health-related support services.

Our faith based partnership with BattleCreek Church has provided us with an opportunity to participate in a care portal for our families. This service allows us to identify areas of need for students and families, and then receive the support of the community to fulfill that need.

Our partnership with QuikTrip Corporation has allowed our students to participate in Math Mentors for the past several year. Members of the QT staff spend their lunch hour mentoring students while participating in math centered games.

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. Pre-K Bridge Camp happens right before school starts. This is an opportunity for incoming Pre-K students to meet their teacher and spend a few days in their classroom getting accustomed to what their new school is like. PK and K readiness assessments are administered prior to the beginning of school for our youngest students and new incoming kindergarteners. In previous years, looping has occurred for grades 1st/2nd and 3rd/4th. A looping opportunity builds community and relationship with a class and reduces the amount of time needed to establish routines at the start of a school year, increasing academic learning time. Although not a standard practice, it does happen from time to time.

#4 Student's needs are individually met through a comprehensive menu of interventions. Interventions used for a child are based on need. Those interventions include: small groups, Tiered RTI model teaching, additional time spent on reading with a reading specialist daily, additional time spent on language development with an EL specialist daily, summer school, out-of-school time programming and differentiated teaching in the classroom. Rosa Parks Elementary utilizes Response to Intervention for academics and behavior. Child study teams are facilitated through the MTSS process when students are not being responsive to interventions. Our EL Coach and EL Specialist (511) work with teachers on strategies to increase student language acquisition. Teachers receive training regularly from the district and school on professional development days as well as continually from the instructional coach (511). Students are identified for need based on assessments or a stagnation of progress in reading and or math. Students are monitored both by the classroom teacher and the reading specialist. In some cases, our school psychologist

also monitors the student progress if Special Education is being considered as a potential need of the student. Each intervention specialist will work with students in small groups, individually, within class, pull-out, during centers, etc., to focus on literacy or math instruction. They will also lead response to intervention through Tier III intervention support and progress monitoring for the students. They will assist with assessment and work with paraprofessionals (under the direct supervision of a certified teacher) to supervise and support their work. They will be a part of the grade level team and attend team meetings, parent conferences, collaboration, professional development and other activities. They will support language development during math, science and social studies when possible. They will share expertise in the area of reading and math with the team. They will help coordinate data to help the team make decisions about the needs of the students in reading and math. Additionally, teachers bring student data from formative assessments and compare data/assessments to look for progress and determine next steps for each student. Utilizing the assessments listed previously and through our training in gathering data to address urgent needs, teachers will meet regularly and prioritize academic learning goals. Teachers select assessment tools to measure mastery of those learning goals, as well as to select specific intervention strategies to achieve those goals. When students do not respond to effective instruction (for academics) and classroom management (for behavior) procedures, teachers determine-using a systematic, data-based process as to why this is occurring and decide how to get students back on track. This lack of student response to instruction most often occurs when: Students are not learning and mastering information or skills; Their speed of mastery (or skill acquisition) is not as fast as typical/other students; They are having difficulty applying or transferring knowledge or skills; Specific emotional circumstances or conditions are impeding skill acquisition, mastery, or transfer; or they are not motivated to learn, or they are not held accountable for learning. All of these reasons or hypotheses certainly involve the student, but they may also involve the teaching/instructional process in the classroom, or even the choice or use of the curriculum (e.g., the texts or parent) during instruction.

How assessment results are used to improve instruction:

- Identify needed remediation/acceleration
- Identify learning patterns
- Identify mastered skills
- Identify learning gaps
- Modify teaching
- Modify learning objectives
- Determine response to intervention

-Tier instruction, small group instruction, Individualized learning goals, Targeted teaching.

RTI begins in the classroom with evidence-based curricula taught by credentialed teachers using effective instructional practices. RTI involves determining students' mastery of material and response to classroom management through effective assessments and progress monitoring. When students are not successful over time, RTI is a component of a problem-solving process that determines why success has not occurred and what to do about it.

#5 Our school follows a Response to Intervention process for all students to identifying and supporting students on various levels both academically and behaviorally. Once per month, grade level teams meet with the principal, assistant principal, speech pathologist, certified school psychologist, school counselor, special education teacher and other specialists that work with the grade level of students to identify students that are working below grade level. For students struggling with general education instruction, they may be placed in small group instruction of no more than 5-7 students (Tier III Universal) and participate in more intensive interventions. Specialists and general education teachers are responsible for progress monitoring weekly. At

the monthly grade level meetings (MTSS), data from progress monitoring is graphed and the team decides if there needs to be a change in evidence based interventions, more support is needed (Tier III Skilled Intervention), or if the student is meeting grade level expectations.

After 8 weeks of Tier III Universal data collection and it is determined that a student needs additional support, a student may enter Tier III Skilled Intervention. There are several considerations that are discussed for students entering Tier III such as: attendance history, hearing and vision screening results, Tier III Universal data progress, and English Learner status (overall ACCESS score, time in the country, and consultation with the English Learner team lead). Once a student enters Tier III Skilled Intervention, an additional 10 weeks of interventions are given concurrently with Tier III Universal. There are no more than three students per group and interventions are given daily for 30 minutes. Our skill builder (under the direct supervision of a certified teacher and our certified school psychologist) is responsible for implementing evidence-based interventions with fidelity and weekly progress monitoring with AIMSWeb Plus. At the end of the 10 weeks, decisions are made regarding if a student is ready to continue with Tier III supports, remain in Tier III Skilled Intervention, or be referred for evaluation for Special Education services.

#6 Extended learning opportunities are offered throughout the week. We offer a variety of activities including Girl Scouts, STEM classes, running club, cooking club, sports club, reader's theatre, choir, etc. Approximately 50% of our students attend the extended learning opportunities at least 1 day a week. After-school tutoring may be provided for students working below benchmark. A combination of RSA (367) funding, Title 1 (511) and ESSER funding will be used to pay teachers and Paraprofessionals (under the direct supervision of a certified teacher) to teach our after school programs. Our community partner, QuickTrip Corporation, will work with students during the day in our Math Mentor Program. Students will meet with a mentor from QuickTrip Corporation for 30 minutes each week to focus on reading or math skills identified specifically by their teacher. Reading Partners will be onboarded this year and work will students in multiple grades on reading interventions. We will continue to offer in school Title I (511) and RSA (367) tutoring during the 2023-2024 school year if funds and tutors are available. During the summer break, we offer Title I (511), RSA (367) and ESSER Summer School, if funds are available, book checkout times, lending libraries at our apartment complexes, and community engagement events throughout June and July. We will track attendance for all extended learning opportunities and make action steps, coordinating with the family, to improve attendance.

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

Based on the professional development needs survey given to staff at the end of the school year, teachers are identifying the most need in the area of intervention supports, behavioral supports, small group instruction, new curriculum supports, individualized instruction and social and emotional learning. Professional development is offered through book studies, monthly coaching cycles, individual deep coaching, district PD days, staff/training meetings, and site led professional development. Coaching cycles and individual deep coaching facilitated by our instructional coach include data review, observation, modeling, and follow up feedback as well as vertical and horizontal alignment and planning with teams.

Specific attention to the data and progress of our low performing students is reviewed during data team meetings, collaboration and coaching sessions. Our instructional coach is also available to paraprofessionals to provide them with guidance and strategies they can use when working with small groups. Our EL coach provides teachers support through weekly planning and modeling of strategies geared to help our EL student population. Although geared to this specific population, these strategies are great supports for all students, including our struggling learners and low performing subgroups. All principals, instructional coaches and EL coaches received PD on coaching centered around student learning goals. Ongoing training is necessary to increase knowledge, clarity, and effectiveness of our coaching model in order to best serve teachers. District professional development is offered to support teachers with implementation of their curriculum resources in both reading and math. A focus on teacher clarity in the content areas of math, writing, science, social studies, phonics/word study will remain a focus throughout our coaching cycles with emphasis on language development. Summer professional development opportunities such as a writing institute, training over new resources, reading and math professional development are offered to all classroom teachers. Substitutes and/or stipends are provided for teachers to attend coaching cycles, district offered PD and site level PD. Additional materials are purchased through Title One funds to support teacher PD.

#8

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 also an on-site employee clinic available to all district employees.

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. Rosa Parks Elementary has a collaborative relationship with the universities that train new teachers. We work very closely with the universities and average 5-8 full time interns and 10 or more pre-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. The mentors have been trained to facilitate a coaching model. Every teacher completes a professional learning focus, reviewed 3 times throughout the year and new teachers attend 5 days of mandatory new teacher training prior to school starting. New teacher cohorts are part of the first year of teaching. All teachers collaborate on virtual and professional development days for 1-2 hours to discuss student data, develop formative assessments and discuss ways to make sure student's needs are being met. All teams meet to design lesson plans together. Master teachers lead the lesson planning and gradually release more responsibility to new teachers over time.

6. Tuition reimbursement is available for Union Public Schools employees who wish to complete approved college courses towards a qualifying graduate degree. A retention stipend is also awarded to returning staff, if funding is available from year to year.

All instructional staff, administrators, and paraprofessionals (under the direct supervision of a certified staff member) at Rosa Parks Elementary are state certified in their academic area. 79% of Rosa Parks certified staff has 3 or more years of experience. 54% of staff has over 6 years of experience. In addition, 16 of our staff members are English as a Second Language certified and 7 are dual language speakers in both English and Spanish. 2 more are bilingual in other languages. Our building typically has a low turnover rate, this year, we decreased by 11% with a total turnover of 22%. Support staff is at 22%.



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

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

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I (511) \$386,780.00	Instructional Coach, Parent Liaison, ELD Coaching Lead, Academic Specialist, Tutoring, Extended Day Learning, Summer School, Parental Involvement, PD
RSA \$38,688.81	Paraprofessional, Tutoring and small group instruction provided to students in reading K-3.
ESSER \$25,000	ESSER Funds supplemented Title I and local funds for summer programming and early childhood assessments.
Other State and local funds (2092, Vision 2020, Bond funds, Union Education Foundation, PTA, crowdfunding) \$20,000.00+	Used for tuition reimbursement, EL certification, after school programming, classroom materials, teacher materials and other items used to support identified priorities based upon our needs assessment.

#1 Rosa Parks Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local services, braiding together different resources, and programs. Below is a description of the leveraging of funding resources and how they are used to improve student outcomes.

Many funding sources are used to meet the needs of our students. Our Title I funds are used to provide 2-3 Language Arts Specialist, Title I Language Arts/Math Paraprofessionals (all under the direct supervision of certified teachers and if funds allow) and all utilized to provide directed instruction, intervention and remediation for our most at risk students. Title I funding is used to provide an instructional coach and an English learner coach to support teachers with improving academic achievement and language development. Our funds are also used to staff a full-time parent liaison who works with all families and students to coordinate after-school programs and extending learning opportunities. Title I funds are also used for tutoring during the day, after school, and during the summer to provide instruction and programming related to reading and math. Title I funds are used to purchase technology for student use to supplement the district reading and math curriculum, as well as purchase additional materials and software to be used for small group instruction and classroom use. Materials for parental involvement activities are also purchased using Title I funds. Other funds are also used to meet the needs of our students and families. Extended learning opportunities, such as Running Club, Debate, Dreamtraders, Science based activities through Tulsa Children’s Museum are provided through grant funds, school partnerships and monetary gifts. Site activity funds are used to enhance after-school programming when needed. Site bond funds are also used to provide classrooms resources, such as technology, equipment, materials, for instructional use by staff and students. Paraprofessionals, tutoring/small group instruction and summer school is provided with RSA funds for eligible students (367). This allows for small groups of students to receive targeted reading instruction in grades K-3. OSCRL (538) has provided professional development opportunities for teacher in the areas of data teams and purposeful play. It has also funded a lending library for our students and allowed for us to host several family nights, encouraging parental involvement and literacy. District bond dollars will allow

for all students to be one to one with technology during this upcoming school year. Johnson O'Malley (563) provides school supplies, cultural activities, summer school and tutoring for our Native American students. Title IX (596) allows for a district liaison to provide services to meet the unique needs of our homeless students and families. Special education funding allows for us to provide early invention for our youngest students by allowing us to have an early childhood education program in our building. Many of our teachers have been trained and received their EL certification through Vision 2025 (216). Our Union Education Foundation provides teacher grants for classroom materials or projects. Lastly, our Parent Teacher Association, faith based partners and community partners provides our staff and students with additional resources and materials as needed.

#2 Once reform strategies are determined, an assessment of needs is completed to determine how to meet the goals for reform. Funding may be necessary to purchase materials, instructional manipulatives, technology and/or software or web-based programming in order to provide necessary professional development for staff, appropriate interventions for learning, or engagement for parents. These needs are determined through assessment data and research of evidence based practices. Additionally, funds for subs and/or stipends may be needed to provide teacher training aligned to the reform strategy. All funding streams are reviewed to determine the appropriate source for each need.

#3 and #4 Federal, State and local funds are used to provide support for all students, parents and staff within the school-wide site. These funds are allocated based upon the state, local and site plan, which are driven by the input from all individuals affected. The district plan is supported by the Board of Education, PTA and community patrons.

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.

#1 Long-term and short-term goals are regularly reviewed by all stakeholders and our Title I Leadership committee. Title I parent meetings are held three times a year and progress toward our school goals is shared with parents and opportunities for feedback are provided. Student achievement data is reviewed each quarter, as well as through weekly collaboration and data team meetings. Upon review, the plan is revised to meet the academic and social/emotional needs of students. Title I leadership committee meetings are held regularly to monitor and adjust the implementation of the Title I Schoolwide Plan. We review progress toward site goals and also revise the budget as necessary. At the end of each school year, parent, teacher, and student surveys are distributed to gather school perception data and student achievement data is gathered and analyzed to make plan revisions for the following year.

#2 Multiple data sources are monitored throughout the year to identify student strengths and weaknesses. Star assessment data is reviewed at the beginning, middle and end of the year to determine growth rates as well as identify students in need of urgent intervention and specific skills to target in reading and math. In 3rd-5th grade, student CRT scores are tracked to monitor progress toward mastering academic standards and state assessment data is utilized to identify trends and deficits in student learning in language arts, math and science. At the primary level, phonemic awareness and phonics data is tracked to evaluate student progress toward foundational reading skills. 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 meeting 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. This data is analyzed and areas of improvement are also addressed and the Schoolwide plan is revised as needed and new areas are prioritized for the current year or flagged for the upcoming school year.

#3 The Title I leadership team, as well as staff professional learning communities utilize student achievement data, both interim and summative to evaluate instructional practices and determine patterns of student achievement. During coaching cycles, teachers also use current student data to plan instruction that reflects student academic needs. Data teams use formative assessment results to drive daily classroom instruction, as well as review the grade level data wall and student progress towards end of grade standards and benchmarks and any gaps in content. Quarterly meetings allow for review of district benchmark testing results and the opportunity to review the pathway to proficiency reports for grades 3-5 and their projected outcome on the state assessments. At the completion of the school year, attendance, discipline, student



achievement and perception data is gathered and analyzed by the Title I leadership committee, which includes family members and community stakeholders, to determine needs for the following year.