



SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-2024

DATE LAST REVIEWED
Date: August 1, 2023

DISTRICT INFORMATION	
District Name:	Union Public Schools
County/District Code:	72-1009
Superintendent Name:	Dr. Kirt Hartzler
Telephone:	918-357-4321
Email address:	Hartzler.kirt@unionps.org

SCHOOL INFORMATION	
School Name:	Union 6 th /7 th Grade Center
School Site Code:	510
Principal Name:	Tammy Ward & Crystal Pounds
Telephone:	918/357-8042 & 918/357-8070
Email address:	Ward.tammy@unionps.org & pounds.crystal@unionps.org
School Poverty Rate	75.6% Free/Reduced

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">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.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.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.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">Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.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.The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.The Title I schoolwide plan is available in multiple languages and formats.
Does Not Meet Expectations
<ol style="list-style-type: none">Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan.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.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.

School Wide Plan Strategies

Union Sixth and Seventh Grade Center is a middle school that works to build strong relationships with students, families, and stakeholders to assist students in transitioning from elementary to secondary.

1. Traditionally parental involvement drops off as students transition from elementary to secondary. It is our goal to continue to engage families in their student's education. Based on our comprehensive needs assessment, our large risk group of students are economically disadvantaged students. Knowing this, we communicate in a variety of ways in both English and Spanish and host events which provide support to our students and families with the goal of creating events that increase parental connection. Prior to students entering 6th grade, all 5th grade parents are invited to Moving Up night, which allows parents to tour the building, meet with administrators and learn more about the 6th/7th Grade Center. This event is hosted in both English and Spanish. During schedule pick up, we aim to not only invite parents into the building, but also provide them with tools to support their student's education by providing assistance in completing free/reduced lunch forms, signing up for our online parent portal, educating parents on other essential information and partnering with The Caring Van to provide free vaccinations.

We are the largest middle school in Oklahoma. To create a smaller community for students, we have 8 teams in each grade level. Each team consists of four core teachers (ELA, Math, Geography, & Science) in seventh grade and six core teachers (2 math/2 ELA, 1 Geo, 1 science) because of block scheduling. Teams are named after private colleges to support our district mission of 100% college and career readiness. In addition to creating community for students, teams allow our staff members to work collaboratively together to meet the needs of individual students since they share the same 130-140 students. Each team aims to host a parental engagement events such as team picnics or specialized fun nights, where parents are encouraged to connect with the school in a positive environment. Events throughout the year are held at various times in the day and evening. Our community faith-based partner, First Baptist holds an annual Backpack give away and provides a clothing closet for families to shop. Additional community programs such as STARBASE provide opportunities for students to showcase their learning to parents. We host student-led conference evenings, and we hold targeted one-on-one conferences with families as needed. Hosting student lead conferences allows every family the opportunity to visit the school. The student takes the lead role in taking their family to each of their classrooms to share what they have learned and reflect on their own academic strengths and areas of improvement. Every 6th grader attends Biztown, where parents are asked to participate in this annual field trip. Our Parent Teacher Association holds monthly meetings on-site, while also live streaming to capture a larger audience. We communicate with parents in a variety of ways including: team newsletters, Connect ED calls, parent portal (online gradebook), Talking Points etc. For the upcoming school year, we have formed a partnership with Guts Church. Guts is committed to providing guest speakers and personnel to provide activities during lunch and assemblies. Guts will also provide food for families in need and other assistance as needed. They have also committed to providing food for parent engagement events to increase attendance.

2. Our Title I committee is comprised of administrators, teachers, counselors, community partners/stakeholders, and parents that represent our demographic composition. Title One meetings were held as required throughout the year. Meeting dates with general topics are below:



July 12th, 2022

Draft Parent/Student/Principal School Compact

Draft Parent Involvement Policy

Discuss Distribution plan for Compact and involvement policy

Discuss Annual Title I parent/Family Meeting

September 1st

Reviewed School data and prioritize needs

February 15th, 2023

Title I Funds Spending Update

Classroom Library Surveys

MAX Training for teachers

Family Engagement Nights

Needed Parent Resources

April 19th, 2023

Comprehensive Needs Assessment Review of Data

Review of Parent and Family Engagement Policy

Review of Parent/Student/Principal Compact

Union 6th/7th Grade Title One Committee:

Clayton Hucke- 7th Grade Principal

Tammy Ward-6th Grade Principal

Shawna Hight, 6th ELA Teacher

Jennifer R. Smith, 7th ELA Teacher/ EL Sheltered

Lindsay Smith, 7th Grade Choir teacher

Jennifer Wendorf, 6th EL/ELA teacher

Grace Markes, 7th ELA Teacher

DeAnne Finley, 6th Math Teacher, Department Head

Kayla Dean, 6th Special Ed Services

Mary Nguyen, 7th Counselor

John Murrell, Tulsa Debate League Partner

Kristin Lamar, parent & PTA Vice President

Vanessa Villanueva, parent

Julie Gardner, District Teacher Trainer ELA/Geography
Jill Schummer, parent
Alisha Carbaugh, parent
Chauntay Johnson, parent
Jessica McNeil, parent
Lizbeth Fores, parent
Michale Constelanos, parent
Rebecca Gray, parent/PTA president
Site Leadership Team (All department heads and team leads)
Parent attendance varied by meeting.

3. The school vision was created in the fall of 2021 and included current staff members (certified teachers, paraprofessionals, counselors, SPED, etc.), parents, and other district staff. The mission was reviewed in the summer of 2023 with administration and site leadership team. It was consensus amongst members to alter mission statement to include the word academic. Our school site vision supports our district mission of 100% College and Career ready upon graduation.

Union 6th/7th Grade Center Vision

Our goal at Union 6th/7th Grade Center is to create a middle school experience that intentionally transitions students from elementary to junior high. We aim to provide each student with an environment that promotes regulation, engagement, and fosters a sense of belonging, and assists students in developing academic and social emotional skills needed for college/career readiness.

4. In forming our Title I committee, efforts were made to reach out to parents via team newsletters and during parent engagement events, PTA meetings, etc. As the committee progresses updates will be provided to parents, staff and other stakeholders in English and Spanish. The plan will also be posted on the district's website. Copies of the plan will also be housed on-site and can be made available to parents by request. This year, quarterly Title I plan meetings will be held to discuss progress of plan implementation, additional needs, spending of funds, etc.

A parent involvement policy and parent compact were created by the Title I committee in July of 2022 and distributed during the first few weeks of school. This document outlines the responsibilities of the parent, student, and school. The goal of these documents is to encourage parents to be actively involved in their child's education at school. The parent involvement policy and school compact are explained and distributed at the beginning of the school year to families in English and Spanish.

In the 2021-2022 school year 73.03% of 6th grade parents signed up for a parent portal account and 76.4 % of our 7th grade parents had signed up for a parent portal account. . In 2022-2023 school year, the total number of parents signed up for parent portal increased to 76.82%. In 7th grade, 76.17% percent of parents signed up for parent portal. The parent portal account allows parents to view their child's current overall grade and grades on individual assignments for each class. During the 2022-2023 school year, we held a parent engagement event designed to help parents understand how to access Canvas and Parent Portal. Overall attendance was low but we did get a good turn out for our Hispanic families. We did note that some parents need more one-on-one assistance rather than large group form.

Union 6th/7th Grade Center– Title One Compact 2023-2024

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out and to support student success in school and in life.

AS a STAFF member, I will provide your child with every opportunity to learn and grow by:

- Creating a regulated, safe and positive classroom environment
- Creating lesson plans that maximize student engagement and provide appropriate scaffolding as needed
- Providing constructive and positive feedback to students to encourage their growth as learners
- Providing instruction and assignments appropriate for the skill and development required by state and district standards;
- Monitoring student work daily to ensure success and progress; and
- Updating student progress via Canvas, Infinite Campus-Parent Portal, etc.

AS a STUDENT, I will keep my focus on what is important in meeting my goal of learning by:

- Valuing my education and growth as a learner
- Understanding that I am an essential member of this classroom and learning community
- Holding myself accountable for my learning by:
 - staying on task
 - completing assignments
 - asking for help
 - checking Canvas daily to monitor my assignments and grades
 - coming prepared to class on time every day
 - taking care of school issued technology and using it only for learning purposes
- Contributing to a positive learning environment by:
 - Kindly and actively engaging in the lesson
 - Maintaining a positive attitude and growth mindset
 - Minimizing distractions for myself, others, and teachers that are within my control including keeping cellphone off and away during the school day
- Creating a safe and positive classroom environment by:
 - Keeping my hands, feet, objects, and unkind comments to myself
 - Being mindful of others and their property
 - Wearing my student I.D.

AS a PARENT/GUARDIAN, I will support Union 6th/7th Grade programs and activities that give my child the optimum opportunity for learning by:

- Helping my child learn the importance of:
 - Being prepared, staying organized and completing their work each day

- Asking the teacher for help when needed and taking advantage of tutoring opportunities or other forms of assistance when offered
- Taking care of and supervising use of school issued technology when at home to monitor use of technology to ensure it's being used for school related purposes
- Checking the Infinite Campus-parent portal regularly to monitor my child's progress
- Communicating and collaborating with teachers directly regarding any concerns that I have for my child's academic well-being.
- Attending conferences to discuss my child's progress and attending events which showcase my child's work and learning experiences; and
- Providing and maintaining accurate information on my child's records for contact

Title 1 School- Level Parental Involvement Policy

Union 6th/7th Grade Center has developed a written Title 1 parental involvement policy with input from Title 1 parents. Union 6th/7th Grade Center has distributed the policy to parents of Title 1 students through newsletters, parent teacher conferences, and the Union Public Schools website. The policy describes the means for carrying out the following Title 1 parent involvement requirements (20 USC 6318 Section 1118(a)-(f) inclusive).

Involvement of Parents in the Title 1 Program

To involve parents in the Title 1 program at Union 6th/7th Grade Center, the following practices have been established:

The school convenes for an annual meeting to inform parents of Title 1 students about Title 1 requirements and about the right of parents to be involved in the Title 1 program.

The school offers a flexible number of meetings for Title 1 parents, such as meetings in the day or evening.

- U67 schedules meetings at various times during the week as well as during evening hours to meet the needs of families.
- The school involves parents of Title 1 students in an organized, ongoing, and timely way. This includes the planning, review, and improvement of the school's Title 1 programs and the Title 1 parental involvement policy.
- Parent's requests/suggestions are taken and given to the principal.

The school provides parents of Title 1 students with timely information about Title 1 programs.

- Information about all school programs is distributed via newsletters, social media pages and the district website.

The school provides parents of Title 1 students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Parents receive progress reports every 4.5 weeks
- All families are invited to attend student-led conferences
- State test scores are mailed to parents at the beginning of each year.

- Students who are failing are encouraged to attend before/after school tutoring

If requested by parents of Title 1 students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Parent meetings are held at the request of the parent, teacher or administration.

School-Parent Compact

Union 6th/7th Grade Center distributes to parents of Title 1 students a school-parent compact. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title 1 students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teacher through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; opportunities to observe classroom activities.

Union 6th/7th Grade Center distributes the Parent Compacts through a site packet sent home with each child during the first week of school.

Building Capacity for Involvement

Union 6th/7th Grade Center engages Title 1 parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title 1 parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Union 6th/7th Grade Center hosts parent events throughout the fall and spring semester to learn about curriculum, assessments, and the progress of their child. Examples are Team Engagement events, Back to School Night, monthly PTA meetings, PTA events, STEM/STEAM Night, etc. In addition each spring and fall, we hold student led conferences where students evaluate their learning and/or demonstrate learned skills for their parents.

The school provides Title 1 parents with materials and training to help them work with their children to improve their children's achievement.

- During Schedule Pick Up, Back to school, as well as parent teacher conferences, parents are given information about how to assist their children. Last fall, parents were invited to an event to learn how to check their students grades online (parent portal). Presentation was presented in English and Spanish. An online video was posted on the website in both english and Spanish for parents who were unable to attend in person. We also hosted a night lead by licensed therapist, "Things I wish My Parents Knew".

With the assistance of Title 1 parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners.

- During Leadership meetings and team meetings, teachers analyze ways parents are involved and develop strategies to assist parents in ways to support their child’s success.

The school coordinates and integrates the Title 1 parental involvement program with other programs, and conducts other activities, such as parent resource centers to encourage and support parent in more fully participating in the education of their children.

- Parents have access to resources through a parent library as well as the counselor, special education team and administration.

The school distributes information related to school and parent programs, meetings, and other activities to Title 1 parents in a format and language that the parents understand.

- Communication is written in English and Spanish. Connect Ed calls are in both languages. Our receptionist is bilingual to assist families with questions. Translations are available upon request through the Language Line. In 2023, our staff began using Talking Points which sends a text message to parent in their language of choice. This proved to be successful in reaching more parents.

The school provides support for parental involvement activities requested by Title 1 parents.

- Parent OU surveys are conducted yearly. A needs assessment was also sent to all parents in the spring of 2023. Parent input is formally given at least three times a year as parents are a part of the Title 1 committee. The results from these surveys and meetings are used to plan parent involvement activities, provide assistance when needed and to review current parental involvement plan.

Accessibility

Union 6th/7th Grade Center provides opportunities for the participation of all Title 1 parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Information is provided in a variety of formats (phone, email, newsletters, website, Facebook) and in two different languages. Additional translations, using language line are available upon request.

2. Comprehensive Needs Assessment

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

Meets Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.



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

Developing

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

Does Not Meet Expectations

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

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

1. 22-23 Enrollment for Union 6th/7th Grade Center was 1,197 seventh grade students and 1,026 sixth grade students. We are a diverse school as evident in our demographic of 410-43% Hispanic/Latino, 22% white, 16% African American, 21% other nationalities. An average of 30 percent of our students are classified as English Language learners, 16% classified as SPED students and 19% classified as 'Gifted'. Seventy-Five percent of our students are economically disadvantaged.

As a part of our data collection measuring student achievement, we looked at OSTP scores in reading and math and reading STAR scores.

Performance Data

Pre-liminary OSTP scores for 22-23 indicate the following:

OSTP 6th grade pre-liminary scores indicated 22% of students scored proficient and 2% scoring advanced in reading and 19% scoring proficient and 3% scoring advanced in math. OSTP 7th grade preliminary scores indicated 12% scored proficient and 2% scoring advanced in reading and 13% scored proficient 2% scoring advanced in math.

In both grade levels, we have significant reading deficits with 35% of students scoring *below basic* in sixth grade and 59% of students scoring *below basic* in 7th grade and math deficits with 62% scoring *below basic* in 6th grade and 39% scoring *below basic* in math.

When comparing 2023 preliminary scores with 2022 final scores, we noted the following:

- In 6th Grade reading, the percentage of students scoring proficient increased.
- In 6th grade math, the percentage of students scoring proficient or above increased.
- In 7th grade reading, the percentage of students scoring proficient or above decreased.
- In 7th grade math, the percentage of students scoring proficient or above decreased.
- When comparing relatively the same group of students from 6th grade to 7th grade, reading proficiency and above scores decreased by 5 percentage points and math proficiency and above scores decreased by 3 percentage points.

It is evident that we continue to see significant deficiencies in reading and math, which we must address. It is worth noting that the global pandemic has impacted student learning. In the 19-20 school year, students missed the entire 4th quarter. In the 20-21 school year, learning was interrupted due to the continued pandemic with students missing school for quarantines. In 21-22 school year, Covid numbers and weather conditions caused numerous disruptions to 3rd quarter learning, with only 2 of the 9 weeks not being interrupted with a pivot to virtual learning.

Through ESSER funding, we have been able to provide summer school during the month of June in 2021, 2022, 2023 but despite efforts to promote summer school, attendance has been low. Also, before school tutoring was offered in the 21 and 22 school year. For the upcoming 2023-24 school year, utilizing ESSER funds, we will continue to provide before school tutoring and add one academic support specialist to serve both grade levels to support students who struggle to stay in the classroom due to dysregulation. Intervention Specialists will serve students by providing the opportunity to de-escalate, assist with learning tasks and get them back to class. While the funding was in place for 2022, we were unable to fill the position but we are hopeful for the upcoming school year.

STAR scores

Students are assessed using the STAR reading assessment three times each year to measure growth and progress.

Here are a few highlighted data points with our most recent data from 22-23:

- In 6th grade, 17% of students score at or above the 60th percentile; 16% score in the 40-59th percentile and 15% score in the 25th-39th percentile. Most concerning we have 20% scoring in the 10-24th percentile and 32%

scoring below the 10th percentile. It's also worth noting that The STAR growth assessments over the course of the year were relatively unchanged.

- In 7th grade, 13% of students score at or above the 60th percentile; 13% score in the 40-59th percentile and 15% in the 25-29 percentile. Most concerning, we have 20% scoring in the 10-24th percentile and 38% scoring below the 10 percentile. Students scoring below the 10th percentile increased during the school year.

Our Math teachers have also expressed an interest in having all students take the STAR math assessment to better plan interventions and track growth.

Student Attendance

6th grade attendance data from 2013 to 2021 revealed a high attendance rate in 2014 at 96.03% In 2019, attendance rate was 94.24, in 2020, 94.83%, in 2021, 94.43%, and 2022 92.15%, which is a slight decline.

6th grade Chronic absenteeism defined as a student with 20+ absences has increased significantly since the pandemic. In the 19-20 school (pre-pandemic, 9.1% considered chronically absent). In the 20-21 school year, 11.6 were considered chronically absent and in 21.22 school year, 13.4% are considered chronically absent. During this time period, there was a focus on students staying home who were ill or exposed to Covid. For the 22-23 school year, chronic absenteeism was 18.3%. We know some students are being categorized as chronically absent due to suspension.

7th grade attendance from 2013-2021 revealed a high attendance rate in 2014 at 95.11%. In 2019, attendance rate was 94.15; in 2020, 94.15, 2021 94.94 and 2022 91.22%, which is a slight decline.

7th grade chronic absenteeism defined as students with 20+ absences shows an interesting trend of data. In 19-20 (pre pandemic) 12.5% of students were chronically absent. In 20-21, the number decreased to 10.3% and increased significantly in 21-22 to 15.2%. It might be worth noting that in the 20-21 school year, approximately 300 students chose virtual learning which may have impacted a more favorable attendance rate in that school year. In 2023, 21.8% were labeled chronically absent, with many earning this label due to long suspensions.

Through our partnership with Tulsa Debate League, we offered more after school programs and focused on improving student culture through increased assemblies, team events, etc to increase student engagement and attendance. For the upcoming school year. We want to increase partnerships which will provide enrichment and engagement. Our secured partnership with GUTS church will provide bi-weekly guest speakers and other areas of support as needed. We need a person dedicated to addressing attendance issues, working with families to provide support and coordinate engagement activities promoting a positive school environment.

Non-Performance Data

Staff Attendance

In 2021-2022, we saw a significant decrease in staff attendance. Covid, long-term FMLA absences and teacher burn-out have been noted as causes for this decrease in attendance. The lack of classroom substitutes requires teachers to take on additional students or cover during their plan, which has been noted to increase teacher burn-out. This past year, the district contracted with an outside agency which increased covered classes to over 90%--meaning teachers had to cover classes less. Our average staff attendance went from 87% in 2021 to 90% in 2022. The staff took about 20 less personal days than the previous year. It's also worth noting that CDC guidelines no longer required a quarantine for Covid. It is worth noting that we did receive 6 resignations of teachers during the school year which impacts our overall attendance number.

Discipline Data

In analyzing suspension data for grades 5th-6th grade, we note a significant increase in discipline events from elementary to middle school (5th to 6th). The number of suspensions in elementary is an average of 3 percent and increases significantly in 6th grade to a range of 12-16%. It is worth noting that elementary data may not be accurate as 13 different sites may have inconsistent methods in tracking discipline. It is also worth noting that there are 13 elementaries and in 6th grade all students come together in a larger environment, which creates dysregulation.

The 21-22 school year resulted in increased discipline events. Data was reviewed in March of 2021. At this time on average, discipline events had doubled from the previous year. We know several factors contributed to this increase of

incidents. In the 20-21 school year, 25% of our students participated in virtual learning. In 21-22, around 3 % of students participated in virtual bringing more students back to the building. It was observed that students struggled with the inconsistency of schooling the previous years. Many students were dysregulated, socially immature and lacked focus. In the 22-23 school year, each grade level saw an increase in student behavior incidents and an increased number of out of school suspensions. Our greatest number of discipline events continues to be coded disruption or inappropriate public behavior. We did implement the use of a clam room (Hope Harbor) with some success. We hope to strengthen the use of this room for dysregulated students by completing the following:

- Providing trauma-informed practices training for staff members
- Using ESSR funds, hire additional staff member
- Through Stronger Connections grant, we will transform room from a traditional classroom to a safe, more esthetic pleasing calm space (soft seating, low lighting, regulating resources, etc)

We note that many of our discipline issues are due to student non-compliance, which results in a safety and/or adverse effect on learning environment. Most behavior incidents re-occur with 10-15% of our students. A third Assistant Principal has been added to each grade level, which reduces the number of students each AP is responsible for. This will allow each AP focus on pro-active/preventive processes and build strong connections with families. PD for staff will aim to increase trauma awareness and implementation of connection, regulation, and restorative justice practices. Site will also review Child Study Team practices for effectiveness and look at implementation of more formal behavior plans for those students, who have repeated behavior occurrences.

Professional Development

When reflecting on the past four years of professional development, much of the focus has been social emotional learning and trauma informed practices. Many district professional development sessions focused on the science of hope. Approx 15 teachers took advantage of Modern Classroom training in 21-22. Non ESL certified teachers also receive required EL coaching and professional development each year. Literacy/MAX training was made available to some teachers over a three-year period with funding available through a grant. This training was unique in that it was PD with embedded coaching days. Due to increased staff turnover, we see a huge need for literacy training. For the 22.23 school year, all teachers participated in Teacher Clarity training. During our back-to-school kick-off we had a trauma informed counselor/specialist deliver an hour of PD to all teachers, as well as she attended Teaching Matters PD for new teachers delivering another hour of PD. This past year we used title I funds for approx 20 teachers to Participate in a 3-day workshop in June of 2023. Many of our teachers, who participated, have been in the classroom for less than 2 years, so we are excited to see these strategies employed in the classroom.

We have identified the following needs for upcoming school year:

- Professional focus on implementing independent reading time in each ELA classroom
- Review of instructional practices with EL and SPED students
- Need for teachers to employ de-escalation strategies in the classroom

Principals also attended a 3 day conference on RTI at Work and all administrators attended a one- day professional development. As a district and site, we continue to discuss additional ways we can return to the practice of embedded collaboration.

Counseling & Mental Health

From August 2021-March 2022, 6th grade counselors performed 46 safety risk assessments and 7th grade conducted 28 safety risk assessments. In 2023, this number increased to 6th grade counselors performing 96 safety risk reports and 7th grade conducted 39 safety risk reports. Our counselors have noted more mental health needs in our students, as these numbers show. Our site leads the district in number of safety risk assessments. On site, we have three mental health therapeutic agencies and each carried a full caseload. In the upcoming school year, ESSER funds will support the continued employment of a third counselor for each grade level. We intend to focus on more prevention topics and create small groups to address individual needs of students.

In the 2022- 2023, students took an SEL Survey. This survey revealed the following information with regards to relationships with school staff, family, and peers:



QUESTION Do you have a teacher or other adult from school who you can count on to help you, no matter what?	70% responded favorably
QUESTION Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	87% responded favorably
QUESTION Do you have a friend from school who you can count on to help you, no matter what?	85% responded favorably
QUESTION Do you have a teacher or other adult from school who you can be completely yourself around?	58% responded favorably
QUESTION Do you have a family member or other adult outside of school who you can be completely yourself around?	85% responded favorably
QUESTION Do you have a friend from school who you can be completely yourself around?	88% responded favorably

As a part of our U67 Mission Statement, we aim to increase student belonging. Specifically, we see a need for every student to feel that they have a trusted adult that they can count on. As a title I school, we know that many of our students come to us with trauma. Dr. Bruce Perry, a well-respected research psychiatrist who has studied the effects of trauma on children states, “the more healthy relationships a child has, the more likely they can recover from trauma and thrive. Relationships are the agents of change, and the most powerful therapy is human love. In addition, we know that belonging amongst peers is very important for middle school students. Providing additional opportunities for students to participate in activities and enrichment will support and model positive peer relationships. According to John Hattie, students who feel that they are disliked results have an adverse impact on student learning at a negative, 19%. On the contrary, Hattie’s research states that a positive teacher-student relationship and providing students with enrichment opportunities provides a .48 positive impact on student learning.

OU Data: School Culture and Climate

Union Public Schools’ partners with University of Oklahoma to develop a school and principal capacity report. Teachers, students, and parents are invited to participate in this survey during the spring of each school year. In the past three years, we have significantly improved student participation in this survey from a selected sample in 19-20 to making it available to all students in 20-21. In 20-21, 650 students participated. The survey is also made available to all parents and staff, but participation was low with 25 staff members participating and 23 parents participating in 20-21. In 2022, participation increased to 101 6th grade parents and 28 staff members participated. In 7th grade, 73 parents participated and 30 staff members.

Highlighted data analyzed:

- An average of 82 percent of 6th and 7th grade students feel safe in their classrooms. In 2022, this number dropped to 72%.
- 16% of 6th grade teachers feel students treat teachers with respect.
- 10% of 7th grade teachers feel students treat teachers with respect.
- Parent satisfaction with school academic programs and extra curricular offerings is an average of 50%--leaving room for improvement.
- Parent trust in school and school outreach favorability is declining. Specifically, in 6th grade only a little less than half of parents feel like they are able to provide feedback and feel like they are well informed by the school. In 7th grade, this same data is around 40%. This is an area of needed improvement and focus for the upcoming school year.

- Only 32% of 6th grade students and 32% of 7th grade students stated that a parent/guardian discussed school/classes with them. Increasing family/school connectedness is a focus for the upcoming school year.

2. Identified targeted subgroup are as follows:

- Economically Disadvantaged: 7th grade 2021 OSTP results-- 9% of students scored proficient or above in reading and 10% scored proficient or above in math; 6th Grade 2021 OSTP results--17% of student scored proficient or above in reading and 17% scored proficient or above in math.
- EL: 7th Grade 2021 OSTP results--1% of EL students scored proficient or above in reading and 3% scored proficient or above in math; 6th Grade 2021 OSTP results-- 2% scored proficient or above in reading and 4% scored proficient or above in math.
- IEP with Accommodations: 7th Grade 2023-23 OSTP results—2% of students scored proficient or above in reading and 2% scored proficient or above in math. 6th Grade 2022-23 OSTP results—3% of SPED Students with accommodations scored proficient or above in reading and 3% of students scored proficient or above in math.

3. During the fall of 2021, our staff participated in a site SWOT (strengths, weaknesses, opportunities, threat) analysis, as well as the site leadership team and Title I committee examined strengths and needed areas of improvement.

Strengths:

- Structured schedule of teaming creates a school within a school feel for both students and staff.
- Social Emotional Curriculum developed in 2020 and rolled out for full implementation in 21-22 school year.
- Student access to technology (1:1)
- Supportive Parent Teacher Association
- Student Led Conference nights
- Block scheduling for 6th grade

Weakness or Needs/Opportunities of Improvement

- Increased support for new teachers in areas of classroom management, engagement, and literacy strategies.
- Need to standardize Canvas pages and educate parents on how to navigate Canvas (student learning management system) and Parent Portal (gradebook).
- Increase math computations skills
- Structural changes to building which would provide additional bathrooms and café.
- Strategies to increase student motivation & work stamina.
- Increase student's critical thinking skills across content areas.
- Increase student's reading comprehension
- Increase after school programming/opportunities for students to belong.

***Most at risk subgroups are: Economically Disadvantaged, SPED, and EL

4. Our Title I committee and site leadership teams recognize the need to prioritize the following needs for the upcoming school year:

- Decrease # of discipline events by identifying student stressors and partnering with parents to address home needs
- Identify common behavior standards
- Update/Review U-Time curriculum
- Develop a site intervention team to review behavior data and create individual behavior plans
- Develop a system of support for students identified at-risk
- Personnel to serve as parent/liason/community schools coordinator to increase after school programs, increase partnership to meet family needs, etc.
- Personnel to manage Hope Mentors program
- Personnel to develop educational opportunities and connect points with parents (Hattie: parental involvement yields a .45 positive impact on student learning).

- Personnel to increase/mirror high school programming and pathways (Hattie: .45 enrichment programs positive impact on student learning)
- Personnel (funding source needed) to coordinate and develop partnerships
- Focus on reading engagement (silent sustained reading) strategies to increase growth in STAR Scores
- Increase number of students who feel they are connected to a trusted adult in the building. (Hattie, .48 positive impact on student learning)
- STAR Assessment needed for math
- Increase critical thinking skills across all content areas, using multiple evidence-based strategies to increase student comprehension of text. Various strategies such as jigsaw (1.20 effect size), summarization (.74 effect size), and metacognition (.60 effect size) are high effect strategies that will be used to support this goal.
- All classrooms will post daily learning target. Teacher Clarity has an effect size of .75.
- Provide professional development for staff that will support critical thinking skills for students. According to John Hattie, professional development for teachers produces a .62 effect size.
- Provide professional development for new teachers to support classroom management, engagement and literacy strategies across all content areas.
- Increase student engagement/motivation by creating multiple pathways of belonging such as before/after school programming. (Sense of belonging .46 effect size).
- Increase parent engagement by educating parents on how to check student progress on Canvas (student learning management system). Provide one-on-one support to families.
- Funds for parent engagement events
- Funds for Moving UP—specifically funds to pay teachers to work a non-contract day in the summer to welcome incoming 6th graders and help them with the transition from elementary to middle School as well as evening parent events.

5. Evidence of improved outcomes

The Title I committee will meet quarterly to monitor and evaluate progress toward goals. At the completion of the first year of implementation some evidence/data that will be evaluated will include:

- OSTP Reading Scores will show increase of 2 percentage points of students scoring at or near standard in the category of critical reading/writing.
- OSTP Reading Scores will show increase of 2 percentage points of students scoring at or near standard in the category of critical reading/writing in each of the targeted sub groups: Economically Disadvantaged, EL and SPED.
- Increase in before school/after school clubs & programs provided/Number of students participating in programs.
- Increase in student attendance daily rate by 2 percentage points
- Increase # of students answering yes to having a trusted adult in the building, as measured by Panorama Survey
- Classroom observational data of teachers implementing 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.

1. Union 6th/7th provides all students with an enriched curriculum. 6th graders are transitioning from 13 different elementaries with 5th grade having limited transitions during their school day. 6th grade uses a 1.5-hour block schedule for both Math and English. 6th grade students do not have passing periods, so time spent on instruction is maximized. Both 6th and 7th grade students are placed on teams with core teachers. These core teachers actively participate in child study teams (consisting of AP, counselor, SPED teachers, and core teachers) to identify struggling students and develop plans for success for each student. Each core subject develops quarterly CRT assessments to assess students' progression in meeting learning goals. Teachers develop strategies for reteaching students who are not meeting learning goals. Teachers also identify ways to enhance curriculum for students who have already met learning goals. Every U67 student starts their day with 20 minutes in a home room focused on Social Emotional Learning. This class is called 'U-Time'. Using CASEL's core competencies, teachers utilize a curriculum created by Union to help students develop key SEL skills for success. This foundation of SEL instruction will help students to have success in their core academic classes. Union 6th/7th adopted a 1:1 technology plan three years ago. All Union 6th/7th students have access to a laptop. Students are also able to take this laptop home in the evenings for additional after-school use. Struggling Native American students have access to a NA tutor during the school day. This teacher works with the teachers and admin team to identify students most in need. Out of school tutoring is available for all students in core subject areas. We offer direct instruction SPED classes for Math and English. SPED para professionals push-in to classes to support integrated SPED students. This past year, we were able to expand push-in services beyond Math and English. SPED paras pushed into Science and Geography. Union 6th/7th also makes use of push-in support for our sheltered EL students. EL students who have transitioned out of Newcomers into Sheltered are placed on the same team of teachers. These students benefit from smaller class sizes and push-in support.

2. Union 6th/7th provides multiple opportunities and evidence-based interventions for students in need. Student learning starts with having highly qualified teachers in every classroom. Every teacher at U67 participates in some form of PLC to collaborate on student learning. Core subject teachers incorporate quarterly CRT's to track student progress in meeting learning objectives. In Tier 1 instruction, teachers will reteach and provide alternative instructional delivery for students not meeting learning objectives. Student attendance issues are resulting in some students not getting the full benefits of Tier 1 instruction. Many teachers receive professional development in engagement and literacy strategies (MAX Teaching, Modern Classroom, Eric Jensen, Teacher Clarity. As stated in previous section, our aim is to focus on the following: Increase critical thinking skills across all content areas, using multiple evidence-based strategies to increase student comprehension of text. Various strategies such as jigsaw (1.20 effect size), summarization (.74 effect size), and metacognition (.60 effect size) are high effect strategies that will be used to support this goal. All classrooms

will post daily learning target. Teacher Clarity has effect size of .75. We aim to provide professional development for staff that will support critical thinking skills for students. According to John Hattie, professional development for teachers produces a .62 effect size. SPED students are receiving push-in support and direct instruction when applicable. In Tier 1, students have access to after-school tutoring for Math and English Language Arts. During the summer, students can attend summer school to focus on ELA and Math.

3. Union 6th/7th partners with outside counseling services to meet the growing need of mental health needs of students. For the 21/22 school year, mental health agencies CREOKS and Family Children Services housed counselors in our school to provide support for students on-site. Students seeing an outside counselor are typically pulled from an elective for up to one hour each week. There were at least four different counselors in our building this last year. Each counselor maxed out the number of students they could serve. This past school year, we added A New Way counseling services. A New Way set up a therapy room to help regulate dysregulated students and is available during the entire school day for any student in crisis. In addition, we have a program called REACH that provides sex education and counseling services to 7th graders. Every 7th grade student (unless they opt out) will participate in an age-appropriate sexual education course provided by a REACH counselor. Student questions and counselor/teacher referrals may result in students receiving services from REACH (with parent consent). In 22-23, REACH counselors delivered a 2 day curriculum to all 6th grade students at the beginning of the school year, which resulted in fewer disciplinary issues related to sexual harassment. This past school year, we partnered with the high school to receive high school student mentors. These student mentors received training on the Science of Hope and best practices in mentoring students. Some of our most at-risk students were identified and high school students met with students twice a week during lunch. Feedback from students was positive. Some stated that it helped them think of what their life could be like in high school, while others stated that it was just nice to have someone to talk to and help them be a better person.

4. For the 22-23 school year, U67 added a 3rd counselor to each grade level using ESSR funds. This reduced the counselor/student ratio to 367 students/counselor from the previous ratio of 550 students/counselor. In the upcoming school year, we hope to better implement the MTSS model of tiered interventions (Multi-tiered system of supports) for addressing student needs. The MTSS process will help enhance child study teams by providing a detailed approach to addressing tiered supports (Behavioral, Academic, SEL, and College/Career). In 2022, we began using an online program, Panorama. Panorama works with our student information system to aggregate data on measures of student success. Students' attendance, grades, test scores, and other pertinent information are color-coded to show whether student is at risk. With this being our first year of implementation, the aggregation of data was slow to come together impacting our ability to fully utilize information in Child study teams. Through troubleshooting, we do anticipate our ability to utilize this tool more effectively in the coming school year. All students took a Hope and SEL survey three times during the school year to measure a student's mindset, social emotional intelligence, and resiliency. Our counseling team and administrative team received additional Panorama training in the summer of 2023 and review how to best utilize this tool for intervention plans. Our EL programs for 6th and 7th grades utilize ELAPs (English Language Acquisition Plans) committees to address needs and placement of EL students. An EL student's length of time in program is determined by scores on the ACCESS test. Students in 7th grade are provided with an extra elective of ALA to ensure their language needs are being met. Students are grouped together based on their ACCESS scores. EL students are grouped with similar performing peers. We are currently forming a committee of EL specialists and teachers to look at current EL instructional practices and determine needed changes to impact EL growth.



5. The SPED team also makes use of a tiered support system (RTI). Students identified as potentially requiring SPED services will go through a tiered support structure to determine whether student is in need of special accommodations. This process can last a semester or more. As mentioned above, there is a detailed process in place for determining length of time and required supports for EL students. During the 2023 school year, Administrators attended an RTI workshop/professional development and the site will be reviewing their RTI process during the upcoming school year.

6. Union 6th/7th provides multiple extended learning opportunities for students. As mentioned earlier, U67 provides before school tutoring for core subject areas. Tutoring is available Mon-Thurs. During the 21-22 school year, U67 partnered with Tulsa Debate League to write a 3 year grant for increasing before/after school programming. U67 and TDL were awarded the grant. TDL hired an after schools programmer to develop programming. In Spring of 21/22, we offered Debate and Soccer after school. In 2023, we were able to increase our offering of after school programs. Extra-curricular Programs we have traditionally offered each school year are the following: STAR Base, GATE, BizTown (all 6th graders participate in Biztown). For the past three summers, we have provided a summer school program focused on engaging students in English and Math. All students are invited, but only a few participate. Last summer (2021), we offered 3 two-week programs. In the summer of 2022 and 2023, we offered one 4 week program that students attend for half-day. Participation/attendance is usually strongest in first week, but drops off gradually through the summer. Teacher places emphasis on engaging students through fun activities that help build resiliency of students. Tulsa Debate League offers a 3 week program in the month of July. This past school year, 190 students (130, 6th grade; 60 7th grade) participated in After School programs. After school programs offered a total of 12 clubs for students to choose from.

7. Like all public schools, Union 6th/7th has had to prioritize resources to ensure the safety of students and staff these past couple of years. This has required all different types of instructional delivery (virtual, blended, etc.) to meet the needs of students. Despite the many challenges, Union 6th/7th has tried to focus on evidence-based best practices and the needs of its students. For the past couple of years, Union 6th/7th has provided professional development in Hope and SEL learning. Teachers have learned about the science of hope and how best to understand and meet the needs of students coming from trauma. This has been essential to support the SEL curriculum that all teachers provide during the twenty-minute home room start each school day. Approximately 15 teachers have participated in Modern Classrooms training. These teachers have been learning how to use technology (Union 6th/7th is a 1:1 school) to differentiate instruction. Students participate in a combination of self-paced and group learning to meet learning goals. With a high number of EL students, Union has incentivized teachers to pursue their EL certification. The district has offered a \$3,000 stipend for teachers who acquire their EL certification. Teachers identified as EL sheltered teachers (majority of 6/7 core teachers) are required to participate in a combination of 12 hours of EL PD and Coaching. For the 22/23 school year, all teachers received EL PD on district PD days. Literacy/MAX training was made available to some teachers over a three year period with funding available through a grant. This training was unique in that it was PD with embedded coaching days. Due to increased staff turn-over during the pandemic, we see a huge need for literacy training for many of our staff members. Through the use of Title I funds, we were able to offer a 3-day literacy training in June of 2023, led by Todd Luke with MAX training. ESSR funding provided Teacher Clarity Training for all teachers during the 2023 school year. In addition to providing professional development opportunities for certified staff, Union prioritizes providing professional development to support staff as well.

8. Union 6th/7th partners with the district to recruit and retain a diverse staff, particularly in high need subject areas. The district continues to offer a \$3,000 stipend for EL certification, as this is a high need area for our district. The board just passed a \$2,000 to \$2,500 bonus for certified Math, Science, SPED, and Nurses. The district actively participates in local university job fairs in the Spring. Union will send a host of administrators to each job fair to help promote the

district and search for district hiring needs. Union partners with universities to bring in teacher interns each school year. This past school year, we were able to hire all five of the Spring semester NSU interns. Union PS offers a retention stipend (approx. 5%) to incentivize teachers to return each school year. Union PS' health clinic services with CARE ATC to provide affordable health care options for employees. Each school year, Union PS offers a high-quality, week long, New Teacher Induction to onboard new teachers and staff. Union encourages continual education advancement of its employees by offering higher ed reimbursement. Union makes use of teacher mentors to provide support to new hires in being successful. Union also embeds collaboration time into the school calendar, creating time for teachers to participate in PLC's

4. Coordination and Integration

- By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided. [ESSA, Section 1114b(5)]
- or**
- By checking this box, the school principal certifies that, if State, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESSA, Section 1114b(7)(B)]

Meets Expectations

1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

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

Addressing the above expectations, complete the table below. Then, describe in the box below the ways in which funds are to be braided the Title I schoolwide program.	
Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
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	District Level Expenditures Union 6/7 PD - \$45,000
Federal - 572- Title III- WIDA Standards, EL Placement Training, Data Analyzation, Culturally Responsive Teaching, EL Paras	District Level Expenditures Union 6/7 EL Paras - \$66,000
Federal - 561- Title VI- Salaries for Native American teachers for individualized tutoring and cultural enrichment	Union 6/7 Staff - \$127,000
Federal - 596- Title IX- District Liaison provides services and meets the unique needs of our homeless students/families by removing barriers.	District Level Expenditures
Federal - 563- Johnson O'Malley- School supplies for Native students, cultural activities, summer school for Native students, tutoring for Native students, STEM Enrichment for Native students	District Level Expenditures Union 6/7 - \$6,000
Federal - 795 ARP ESSER III-PK Camp, Summer Assessments, EL Newcomer support, Counselors, Intervention support, Supplemental materials, Summer programming, Technology, Professional Development, EL Stipends	District Level Expenditures Union 6/7 - \$797,000
Local - 206- Project Lead the Way training for new teachers-Launch Training	Union 6/7 - \$3,000
Local - 216- Vision 2025- Training, EL Certification Training	District Level Expenditures
217 -Vision 2025-Teacher Recruiting	Union 6/7 - \$5,000
218- Vision 2025-Retention, Higher Education Tuition reimbursement	Union 6/7 - \$51,0000 Union 6/7 - \$33,000
State - 2092- Higher Education Tuition Reimbursement for certified and support staff	District Level Expenditures Union 6/7 - \$13,000
State - Tulsa Debate League Partnership for Out-of-School Time	\$150,000 over 3 years
PTA – Awards teacher grants and supplies activities for students	Over \$10,000
Union Education Foundation	
Family Clinic – Community Schools partnership with the City of Tulsa	
<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. <p>Union 6th/7th's Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I Schoolwide Plan outlines the ways in which funds are to be braided.</p> <p>Above, we have listed an exhaustive list of the federal, state, and local funding sources for addressing student needs at Union 6th 7th. More details are listed below:</p>	

Federal 795 have provided a funding source for Union 6th/7th to recruit and incentivize EL certification. Union PS currently offers a \$3,000 stipend for teachers that attain their EL cert. Being 30% EL, there is an ongoing need for highly qualified teachers of this population of students. Our EL population underperforms on state testing in comparison with their non-EL counterparts. The process of pursuing and attending EL cert is very beneficial for teachers to better reach the unique needs of the EL students.

State – 2092 funding allows Union PS to incentive higher education pursuits by subsidizing through a tuition reimbursement program. This benefit allows us to attract, grow, and retain talent. Teacher retention is an ongoing concern, as we are seeing more and more teachers exit the profession. Students benefit from career teachers gaining expertise that comes with experience. Schools and their students also benefit when teachers can stay with the same school for an extended number of years.

572- Title III funds are used to help the district to implement WIDA standards for EL programming. These funds also help the district to provide professional development on how to analyze data with regard to appropriate placement of EL students. There is also funding for Culturally Responsive training. With a large number of EL students (that are consistently not meeting state standards), Union continues to seek pathways for increasing the teaching capacity of its teachers.

Our partnership with Tulsa Debate League has resulted in TDL securing a grant to fund after-school programming for up to 3 years. TDL hired a community schools coordinator who is helping to develop a variety of after-school programming options for students. After-school programming helps to foster an extracurricular connection for students which may have a spillover effect of increasing student achievement. Students needs multiple reasons for coming to school.

Union's Education Foundation has raised hundreds of thousands of dollars for teacher grants. Our U67 teachers are able to apply for these grants, and most are awarded. This supplementary funding is crucial for teachers to purchase additional resources for the classroom to provide varied, hands-on experiential learning for students.

Union PS has a Community Schools Family Clinic (based next to Ochoa Elementary). The clinic sees thousands of families each year, and provides essential health care to many of our families who may have little to no health care coverage.

Union 6th/7th is able to utilize funding from 541-Title II. Union PS offers teachers a high quality New Teacher Induction training for one week for the start of each school year. New teachers receive professional development in the best practices of effective teaching. New teachers are also immersed in the culture of the Union Way. Professional Development and Collaboration opportunities are provided for the Math department to vertically align.

Union 6th/7th is a beneficiary of 561- Title VI funding. This funding enables Union 6th/7th to hire two Native American teachers who provide individualized tutoring to NA students. There is one NA teacher per grade. In addition to 561-Title VI, Union 6th7th uses 563- Johnson O'Malley funding to provide School supplies for Native students, cultural activities, and STEM Enrichment for Native students.

Union PS uses 596- Title IX McKinney Vento funding to hire a district liaison to provide services and meet the unique needs of our homeless students/families. The district liaison helps remove barriers for homeless students. Union PS has seen an increase in the number of students considered 'homeless'. These students have unique needs. These students' basic human needs must be met first before they are able to achieve academically.

795 ARP ESSER III funds have provided a significant amount of funding that have allowed Union 6th/7th to greatly increase our services. The following are new services/supports that have been added as a result of ESSER III funding: EL Newcomer support, Additional Counselors – Union 6th/7th hired a 3rd counselor for each grade level. For 22-23 SY, this will reduced the counselor/student ratio to 375 students/counselor; Intervention Specialist – Union 6th/7th will hired a student intervention specialist to help regulate students and provide 1:1 academic assistance; An EL stipend has allowed Union 6th/7th to hire an additional EL teacher/coach. This position helped to meet the need for someone to oversee appropriate EL placement, provide EL coaching to teachers, ensure compliance with ELAP's, and administer and manage ACCESS testing; Summer programming – Union 6th/7th has offered a summer school program for the past two summers. Students who attend summer school receive additional instruction in English Language and Math. This is intentional to address the growing number of students not scoring proficient in state assessments.

Local Grant – 206 funding enables Union to pay for Project Lead the Way Training to enrich student elective opportunities by providing engaging STEM curriculum. U67 currently offers five STEM electives (2 in 6th and 3 in 7th)

Union 6th/7th is fortunate to have a strong PTA that is engaged in the educational process at U67. The PTA is regularly given updates on all areas of focus at U67, including Title 1. The PTA regularly provides extracurricular events/activities to increase connectedness of our students. The PTA regularly hosts fundraisers to provide staff appreciation events and to award teacher grants. The PTA grants provide valuable classroom materials to enrich classroom instruction. Title 1 funds received will go towards providing wrap around services for students by hiring a community schools coordinator for each grade level. Each CSC will act as a liaison between families and the schools to deeply engage students and families to school. Each CSC will serve to recruit and coordinate resources to ensure student and family success. The CSC's will work closely with administration, stakeholders and community partners to coordinate communications and resources. The CSCs will also obtain and analyze data to ensure that data-informed decisions are being made. Many of the students entering the 6th and 7th grade center have come from elementary schools that have a Community Schools Coordinator and it would be beneficial for those students and families to have the same support as they make the transition from elementary to secondary.

5. Evaluation and Plan Revision

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

Meets Expectations

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

Developing

1. School leadership uses state assessment results to annually evaluate the Title I schoolwide plan.
2. The monitoring and revision of the Title I schoolwide plan is based upon limited types of data and adjustments are not aligned to outcomes.



3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

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

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

The site leadership team will meet monthly to review implementation of goals, evaluate needs and progress. The Title I team committee will meet quarterly to review collected data, evaluate progress of goals, and implementation of plan.

- 1) School leadership, including families and community stakeholders will regularly monitor and adjust implementation of the Title I Schoolwide plan. Our Leadership team at U67 will meet monthly to discuss Title One and how we are progressing toward meeting stated objectives of Title One plan. We will hold various community outreach events throughout the school year. Through these events, we will continue to seek and encourage participation in our Title One committee. We will meet quarterly to provide updates to our Title One committee. During our Title One committee meetings, we will provide updates on how our targeted groups are progressing (EL students, Economically Disadvantaged, and SPED). We will use the various indicators of evidence listed in Part 2 (Needs Assessment – Section 5) to measure success in implementing schoolwide plan.
- 2) District CRT assessments as well as OSTP Tests are used to measure progress in the areas of reading and math for students in grades three through eight. STAR reading and math tests are nationally normed and administered at least three times each year to track and predict a student's progression and target their individual needs in these areas. Multiple types of data such as attendance rate, STAR testing, ACCESS scores, CRT scores will be evaluated to measure progress towards goal so that supports and strategies can be adjusted as needed. During monthly collaboration departments will review CRT data and common assessments to determine interventions. Child Study teams are held on average twice a month to identify students who are at risk. Data used in these meetings includes student grades, test scores, attendance, and SEL/Hope data. The OU survey will be given to all staff, students, and parents in the second semester. 23-24 OSTP data will provide us with evidence of having met our goal. Overall data as well as data for targeted sub groups, Economically Disadvantaged, EL, and SPED will be reviewed and the plan will be adjusted and updated as needed.
- 3) Teachers and district administrative leaders meet at the beginning of each year prior to the start of the year to examine previous student data and prioritize essential skills for the upcoming year. The team creates a curriculum scope and sequence which is vertically aligned to meet the needs of students. Five times in the year, content areas meet together to look at CRT, STAR and other common assessment data. School administrators meet with the Executive Director of Research, Design and Assessment, and the District Testing and Data specialist twice a year to review State Testing Data. EL teams, comprised of district personnel, teachers, administrators, EL coordinators, counselors, etc meet to examine ACCESS testing scores. During student IEP meetings which are held once a year, testing data, student grades/progress, STAR data etc. are examined to determine individual student progress and goals. Teachers meet with parents as needed to discuss student data, attendance data, etc.