The Title I, Part A Schoolwide Program Plan template was designed to ensure each school site plan is fully developed according to the requirements in ESEA Section 1114. The Title I, Part A Schoolwide Program Plan must be reviewed and submitted annually to the Oklahoma State Department of Education (OSDE) as a part of the Consolidated Application.

1. In the space below, enter the school year (Example 2024-2025) the plan will be implemented.

2025-2026

2. In the space below, enter the date (month, date, year) the plan was last reviewed. The date should be within the current calendar year.

July 2, 2025

3. In the table below, enter the requested information for the district.

District Information	
District Name:	Union Public Schools
District Number:	I-009
County Name:	Tulsa
County Number:	72
Superintendent Name:	Dr. John Federline
Email Address:	Federline.John@unionps.org

4. In the table below, enter the requested information for the school site.

School Information	
School Name:	Union Freshman Academy
School Site Code:	720
Principal Name:	Briane Grass
Email Address:	Grass.Briane@unionps.org
*School Poverty Rate:	77.03%

*Required for the school to report. Please consult with district personnel regarding the rate reported in the Consolidated Application (Grants Management System).

Instructions

The template is composed of five sections. Each section has three parts.

- The first part outlines the relevant passages in ESEA and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part describes the expectations for the narratives.
- The third part is a text box where the narrative responses are to be entered. There is no word or character limit, and the text box will expand.

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. ESEA 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. ESEA Section 1114(b)(4)
- the school meets the requirements of Section 1116 of ESEA, 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. ESEA Section 1116 (b-g)

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.

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

(Initial Year of Implementation – Ongoing Development)

As a newly designated Title I ninth-grade transition building, the Union Freshman Academy (UFA) is beginning the first year of implementation under Title I programming. With a focus on creating a supportive and inclusive transition into high school—especially for the most at-risk students—this plan is in active development and will evolve throughout the year with input from key stakeholders.

The plan is grounded in the school's collaboratively developed mission and vision:

- **Mission:** *The Mission of UFA is to transition students to a High School mindset, ensuring they are 100% College & Career Ready!*
- **Vision:** *Freshman Academy is a vibrant, student-centered community where every learner builds a high school mindset grounded in critical thinking, purposeful engagement, and meaningful learning.*

We foster a culture of hope and relevance, empowering all students to confidently navigate their path toward a 100% college and career ready future.

These guiding beliefs will shape ongoing efforts to build and refine the Title I Schoolwide Plan in partnership with families, students, staff, and community stakeholders.

1. Inclusive and Collaborative Plan Development

In alignment with **ESEA Section 1114(b)(2)**, the development of this first-year Title I Schoolwide Plan is **actively underway** and reflects both current participation and intentional efforts to expand involvement. While not all stakeholder groups have yet been fully engaged, the school is committed to building a truly inclusive planning process that represents the full school community and those most impacted by the plan.

At present, the initial development of the plan includes consultation and input from:

- **Parents and Guardians**, through a survey, including representatives of English Learners, students with disabilities, and those experiencing housing instability
- **Teachers, Counselors, and Administrators**, Paraprofessionals, through leadership meetings, surveys, and schoolwide planning sessions
- **Students**, through surveys with plans to expand using focus groups
- **District Leaders** and instructional support personnel
- **Community School Coordinator**, who supports coordination of wraparound services and outreach

To fully meet the intent of Section 1114(b)(2), **additional stakeholder groups will be intentionally engaged throughout the 2025–26 school year**, including:

- **Specialized Instructional Support Personnel**, including school psychologists, social workers, and interventionists
- **Tribal and Indigenous Organizations**, through outreach to community leaders and partnership development
- **Local Agencies and Community-Based Organizations**, who will be invited to join the Title I Advisory Committee and participate in family events

This progressive, transparent approach ensures that all individuals who carry out or are impacted by the Title I Schoolwide Plan—particularly those serving the most at-risk students—will have opportunities to provide input, inform decisions, and monitor the plan's implementation.

2. Initial Stakeholder Engagement and Future Plans

Parents & Families

- Parents are consulted during Schedule Pickup events, Curriculum Night, and fall/spring Parent-Teacher Conferences. These events introduce families to the building, provide school information (e.g., transportation, nutrition services), and open lines of communication.
- Parents are engaged through a digital survey designed to identify needs and interests related to academic support and family engagement.
- To increase input, the school will expand feedback mechanisms to include focus groups and paper surveys distributed during key events. These will be implemented during the 2025–26 school year.

Community Partnerships

- The school is building formal partnerships with tribal representatives, health and mental health agencies, nonprofits, and local businesses.
- These relationships are foundational to offering meaningful enrichment, mentoring, and postsecondary exposure opportunities.
- Community-connected learning is already embedded in UFA's **Career Pathway Exploration Programs**, which include:
- **Science:** Principles of Biomedical Science
- **Technology:** Aviation Technology
- **Engineering & Construction:** Introductory hands-on coursework tied to local labor market needs
- **Health Services:** *Medical Careers* (new in 2025–26), designed as a foundational course introducing students to healthcare professions
- These pathway programs are made possible through partnerships with local industries, colleges, Tulsa Tech and workforce development entities. They provide early exposure to career fields and help students make informed decisions about future high school coursework and postsecondary planning.

Staff & Students

- Teachers and staff have participated in initial surveys and planning meetings.
- Students contribute through the Student Council and Leadership Group. In 2025–26, student voice will be expanded through leadership forums and focus groups.
- These efforts will help ensure student perspective informs decisions about school culture, programming, and family engagement.

3. Accessibility and Communication

In accordance with **ESEA Section 1114(b)(4)**, the school is committed to making the Title I plan:

- Publicly available via the website and at key school events
- Understandable and accessible, using plain language and translated versions where needed
- Culturally responsive, with communication tailored to the home languages and preferences of all families using platforms such as TalkingPoints

4. Early Strategies to Increase Stakeholder Involvement

- Hosting a variety of family events such as Curriculum Night, Parent Night(s) and Community Resource Fair.
- Collaborating with the librarian and grant-funded Maker's Space initiative to offer student clubs and Parent Nights that foster creative engagement.
- Coordinating with embedded mental health partners to offer family wellness sessions based on surveyed needs.
- Building a resource bank (digital and print) that addresses key high school topics: graduation requirements, GPA, credits, and social-emotional health.
- Supporting specific at-risk groups through:
    - An **EL Coordinator** who supports staff, ensures parents receive ACCESS test results with explanations via mail, and provides guidance on supporting English Learners.
    - An **EL Liaison** who contacts families to offer direct support and helps families navigate academic or behavioral concerns.
    - A **Homeless Liaison** with an office on-site several days a week.
    - **District Hope Specialists/DHS Social Workers (3 total)** who collaborate with school staff to assist students in crisis or facing housing instability.
    - A monthly **Child Study Team** meeting involving administration, counselors, school psychologists, social workers, and the homeless liaison to provide wraparound support.

5. Title I Committee and Future Participation

- The committee will include representation from teachers, administrators, parents (including those from at-risk groups), students, and community partners.
- Meetings will be held a minimum of three times per year, providing opportunities for stakeholders to actively participate in the development, ongoing monitoring, evaluation, and revision of the Title I plan. Agendas will include budget decisions, data review, plan implementation updates, and future event planning.

Title 1 Committee

Briane Grass-Principal

Greg Kelly-Assistant Principal

Tamarah Danzy-Assistant Principal

Mark Ritter- SPED Coordinator

Diana Bayona- EL Coordinator

Katya Bonea- Librarian

Kali Anderson- Community School Coordinator

Sarah Smith- Counselor

Erin Janzen- Counselor

Nichole Wheeler- Counselor

Richard Hackler-Math Teacher

Diane Thomas- Math Teacher

Hillary Bushyhead- Special Education teacher

Will Buffington- History teacher

Tara Grubbs- English teacher

Myriam Puleo- Homeless Liaison

Katerina Alder- English Language Learner teacher

Keli Fritz- Special Education teacher

Tara Pfeil- Science, Early College High School teacher

Jenna Todd- History/ English Language Learner teacher

Brent Campbell- College and Career Counselor

6. Development of a Family Engagement Policy and School-Parent Compact

In this first year, the school will collaboratively develop:

- A Parent and Family Engagement Policy aligned with district standards and tailored to meet the needs of UFA families

- A School-Parent Compact outlining the shared responsibilities of families, students, and staff for student academic success

These documents will be made accessible in multiple formats and languages and introduced during Schedule Pickup and other major school events.

7. Title I Set-Aside Funds (if applicable)

If Title I allocations require a set-aside for parent involvement, funds will be prioritized for:

- Family events and workshops
- Translated materials and interpretation services
- Outreach incentives and conference support

Spending priorities will be determined with input from the Title I Committee and parent focus groups.

8. Communication & Academic Transparency

Efforts currently underway include:

- Two-way messaging via TalkingPoints
- Academic updates through Canvas, Infinite Campus, and newsletters
- Clear sharing of learning goals, homework strategies, and tools for supporting academic success at home

9. Goals for the First Year and Beyond

As the plan continues to evolve in its first year, the following goals guide development:

- Build a foundation of trust and transparency with families and community stakeholders
- Expand engagement of families representing at-risk populations
- Establish accessible communication systems in multiple languages
- Provide year-round support resources for high school navigation
- Reduce chronic absenteeism through early warning systems and home visits
- Ensure ongoing input from students, families, and community partners to keep the Title I plan responsive and relevant

Conclusion

This first-year Title I Schoolwide Plan reflects an evolving commitment to inclusive, student-centered, and family-engaged education. As partnerships grow and more voices join the planning process, the plan will be refined to best support UFA's mission: helping every student transition into high school with the mindset and skills necessary for 100% college and career readiness.

The Freshman Academy remains dedicated to building a vibrant community where every family and stakeholder feels valued, informed, and empowered to contribute to student success.

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. ESEA Section 1114(b)(6)

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 ESEA (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.

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 program.

The Union Freshman Academy has initiated the development of its first schoolwide plan grounded in a comprehensive needs assessment. The process has included performance, non-performance, and perception data, with a particular focus on identifying the needs of students at risk of not meeting challenging state academic standards. The assessment process includes collaboration with school leaders, teachers, counselors, district support staff, and initial stakeholder input, with plans to expand stakeholder engagement in 2025–26.

Academic Performance Data: STAR ELA and Assessment Gaps

Due to the absence of a state-standardized 9th grade assessment, the school utilizes the STAR ELA assessment to measure student progress and instructional impact. From 2021–2024, ELA proficiency (60th percentile or above) remained low—averaging just over 21%. However, in 2024–25, a significant increase to 40.3% was observed, suggesting the positive effects of targeted instruction and literacy supports.

Growth Data followed a similar trend, with 2024–25 showing an increase to 43.3% of students making a year's worth of growth, up from an average of 34.9% in the prior three years.

Key Needs Identified:

- Sustained investment in literacy interventions
- Professional development in evidence-based instructional strategies
- STAR Math implementation to close the assessment gap and support data-informed math instruction

Behavioral and Discipline Data

The school has observed a **modest decrease in suspension rates** and a substantial **reduction in drug/alcohol incidents**, both of which indicate successful early intervention and behavior supports. However, **increases in defiance, disrespect, aggression, and bullying** highlight growing concerns regarding student behavior and school climate.

Disproportionality remains a critical issue, with Special Education students comprising 25.7% of suspensions despite making up only 15% of enrollment. ISS rates also rose, indicating persistent disruptions being addressed in non-instructional settings.

Key Needs Identified:

- Staff training in trauma-informed practices and classroom management
- Tiered behavioral supports and SEL integration
- Greater alignment between interventions and student subgroups most affected

Attendance, Chronic Absenteeism, and Dropout Risk

Average Daily Attendance (ADA) has improved from 87.76% (2022–23) to 89.64% (2024–25), and **truancy has dropped by 27%**, indicating strengthened attendance supports.

However, **chronic absenteeism remains elevated** at over 32% for three consecutive years, affecting nearly one-third of the student body. **Dropout indicators** are rising as well—from 35 in 2022–23 to 42 in 2023–24—highlighting the need for early and targeted interventions.

Key Needs Identified:

- Home visits and early warning systems
- Family engagement focused on attendance and school connection
- Enrichment opportunities that build belonging and literacy skills
- Wraparound services for students facing homelessness, trauma, or chronic disengagement

Counseling and Mental Health Data

During the 2024–25 school year (August–April), **1,710 counseling referrals** and **65 mental health referrals** were documented, signaling a high demand for both academic and socio-emotional support.

Demographic Trends:

- **Economically Disadvantaged (475)**, **English Learners (145)**, and **Students with Disabilities (110)** were heavily represented
- **Hispanic (237)**, **Black (158)**, and **White (164)** students formed the largest racial/ethnic subgroups in referrals
- **Homeless students (64)** also appeared prominently, further emphasizing the impact of housing instability on well-being

Strengths:

- Well-established referral systems across diverse student groups
- Counseling services are accessible and utilized widely

Gaps:

- Low transition rate to clinical mental health services
- Possible under-referral of American Indian/Alaska Native and Asian students due to cultural or linguistic barriers

Key Needs Identified:

- Expansion of mental health staff and partnerships
- Culturally responsive outreach and support models
- Tiered SEL programs and integrated trauma-informed care

Postsecondary Opportunity Rate and Access

Analysis of AP, CTE, and Early College data shows varied access to college and career readiness pathways.

Advanced Placement (AP) Enrollment

- Increased from 1,188 in 2023–24 to 1,357 in 2024–25 (+14.2%)
- Recovered from the previous year's dip, now slightly above 2022–23 levels

Career and Technical Education (CTE)

- Declined from 614 (2022–23) to 566 (2024–25)
- Indicates reduced participation and possible need for program redesign

Early College

- Held steady at 64 students over the past two years, with minimal growth

Suspensions

- Out-of-school suspensions decreased from 145 (2022–23) to 122 (2024–25), indicating stronger discipline and support systems

Key Needs Identified:

- Revitalize CTE through relevance audits, industry partnerships, and student voice

- Expand Early College outreach and logistical access
- Ensure AP expansion includes equitable supports and readiness pathways for all learners

Summary of Priorities for the Schoolwide Program

Based on the comprehensive data review, Freshman Academy has identified the following priorities for Title I schoolwide planning:

Academic Achievement

- Improve ELA proficiency and growth through sustained literacy supports
- Launch and analyze STAR Math to support math achievement
- Strengthen instructional coaching and differentiation

Attendance and Engagement

- Reduce chronic absenteeism through family outreach, wraparound services, and home visits
- Student engagement and extended learning opportunities (e.g., arts, stem) that build belonging and connection to school that support Math/ELA goals
- Implement early warning systems and targeted interventions for at-risk students

Behavioral and Social-Emotional Support

- Expand trauma-informed training and behavioral supports
- Increase access to mental health providers
- Ensure referral pathways are inclusive and culturally responsive

Equity and Subgroup Support

- Address disproportionality in discipline and referral data
- Target supports for ELs, SPED, and economically disadvantaged students
- Embed equity in planning, decision-making, and resource allocation

College and Career Readiness

- Revise and expand access to AP, CTE, and Early College opportunities
- Support students with advising, readiness skills, and exposure to pathways
- Use disaggregated data to monitor postsecondary access by subgroup

These priorities are aligned to school, staff, student, and community input and will drive the development of the Title I program.

The school acknowledges ongoing areas of improvement, data limitations, and the need for deeper stakeholder engagement as it builds a responsive and student-centered program. The Title I Plan will

evolve with continuous input, implementation monitoring, and evaluation to ensure progress for all students, particularly those most at-risk.

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 ESEA Section 1111(c)(2)) to meet the challenging state academic standards;
- use methods and instructional strategies (consider evidence-based strategies as defined in ESEA Section 8101(21)) 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;
- 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; ESEA Section 1114(b)(7)(A)(iii)
- provide professional development (as defined in ESEA Section 8101(42)) 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.

Additional factors to consider when selecting strategies to be included in the schoolwide program -

- preschool programs ESEA Section 1114(c)
- delivery of services by nonprofit or for-profit external providers ESEA Section 1114(d)
- dual or concurrent enrollment programs ESEA Section 1114(e)

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 addresses 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 having trouble 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.

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.

Based on the comprehensive needs assessment, the Freshman Academy will implement targeted strategies in 2025–26 to improve achievement for the lowest-performing students. These include academic interventions, mental health supports, extended learning, and staff development. All efforts are aligned with Title I funding and monitored through data-driven systems to ensure equity and effectiveness.

Academic Support Strategies

- **1:1 Technology Access:** Every student receives a laptop they can use in class and at home, ensuring equity in access to instructional materials and tools.
- **PLCs and Data Review:** Teachers meet weekly in Professional Learning Communities (PLCs) to review formative assessment data, analyze trends, and develop differentiated instruction. Students not meeting benchmarks receive reteaching or alternative instructional delivery.
- **Custom Math Pathways:** The math department uses ALEKS, an adaptive program that identifies individual student needs and builds personalized algebra learning paths.
- **ELA and Literacy Focus:** Core teachers implement Common Formative Assessments and literacy strategies learned through PDs like MAX Teaching and Modern Classroom. Teachers post daily learning targets in all classrooms to support clarity.
- **Tiered Interventions (MTSS):** The school is refining implementation of the Multi-Tiered System of Supports to track interventions in academics, behavior, SEL, and college/career readiness. Panorama software is used to record and analyze student data and interventions. The EL department uses the SIPPS (Systematic Instruction in Phonological Awareness) program to support ELLs.

In-Class Support for Subgroups:

- **SPED:** Push-in paraprofessionals support integrated Special Education students.
- **EL Students:** Push-in EL paras and sheltered courses are used. ELAP committees ensure proper placement and support, and students are enrolled in Academic Language Acquisition classes based on ACCESS scores.
- **Native American Students:** Access to in-school tutoring during the day, two days a week.
- **Newcomer Program:** The Union Freshman Academy houses the district's only high school Newcomer Program for EL students, providing a sheltered curriculum and focused language acquisition for one year.

Extended Learning Opportunities

- **After-School Tutoring (Planned):** Homework help and academic tutoring in reading and math are planned, pending funding.
- **Summer School:** Available for credit recovery, including EL students needing continued language development.
- **After-School Enrichment (Planned):** Opportunities for student engagement and belonging that support literacy goals; funding and staffing are needed.

Mental Health & Counseling Services

- **On-Site Mental Health Services:** Partnering with CREOKS and Family Children Services, the building hosted two full-time counselors and a care coordinator. For 2025–26, the school will add an additional counselor and two more care coordinators to meet growing student need.
- **REACH Program:** Provides sex education and counseling for at-risk students, including a required age-appropriate course for all 9th graders (opt-out available).

Professional Development & Staff Support

- **PD Offerings:** Literacy, classroom management, engagement strategies, SEL, Teacher Clarity, and trauma-informed care. Summer PD options are available and paid.
- **Teacher Collaboration:** Weekly PLCs and embedded collaboration time support consistent instructional improvement.
- **New Teacher Induction:** A weeklong orientation and mentoring are provided to ensure successful onboarding.
- **Support for Non-Certified Staff:** PD is provided for paraprofessionals and other instructional support staff.

Recruitment & Retention

- **University Partnerships:** The district recruits local teacher prep programs and hosts student interns.
- **Retention Incentives:** Teachers receive a 5% retention stipend and have access to CARE ATC health services and EAP support.
- **Continued Education Reimbursement:** Financial support is available for teachers pursuing higher education.

Well-Rounded Curriculum Access

Program	2022–23	2023–24	2024–25	Trend
AP Enrollment	1,344	1,188	1,357	Rebounded
CTE Enrollment	614	569	566	Declining
Early College Enrollment	62	64	64	Flat
OSS Incidents	145	140	122	Down 16% over 3 years

- **Plans:**
- **AP:** Ensure equitable access and provide academic supports.
- **CTE:** Revitalize course offerings and align with student interest and workforce needs.
- **Early College:** Expand access and awareness through partnerships and outreach.

Tiered Systems and Decision Processes

- **MTSS Structure:** Clear criteria for entering and exiting intervention tiers are being developed through the MTSS team.
- **RTI Review:** The school will review and update RTI (Response to Intervention) processes to ensure timely and targeted support.
- **Panorama:** Used to monitor attendance, grades, behavior, SEL data, and intervention progress. Training for all staff is underway to increase its use and effectiveness.

These strategies will be implemented throughout the 2025–26 school year and aligned to Title I site funding, ensuring comprehensive support for students, particularly those not meeting academic standards. The school's data teams and leadership will monitor implementation and adjust support as needed to ensure ongoing progress.

4. Coordination and Integration

Select only one box.

☒ 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 (in project 511). ESEA Section 1114(b)(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. ESEA Section 1114(b)(7)(B)

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.

Addressing the above expectations, describe in the box below the ways in which funds (e.g., Title III, Part A, donations, competitive grants) are to be braided in the Title I schoolwide program.

The schoolwide plan is designed to leverage and strategically braid federal, state, and local funding streams in alignment with key reform strategies to improve outcomes for all students. As a newly designated Title I site, this plan is forward-facing, responsive to data from the comprehensive needs assessment, and grounded in a commitment to continuous improvement.

Federal Funds

- **Title II (541):** Supports professional learning through books, stipends, and substitute coverage for PD. District-wide trainers are utilized to maximize consistency and quality.
- **Title III (572):** Provides embedded instructional coaching focused on strategies for English Learners.
- **Title VI (561):** Funds Native American tutors for academic and cultural support.
- **Title X – McKinney-Vento (596):** Supports homeless students through transportation and essential supplies.
- **Perkins V:** Enhances CTE opportunities and experiential learning via career-related field trips.

State & Local Funds

- **Schusterman Family Philanthropies:** Funds support services for College & Career
- **Tuition Reimbursement (2092):** Assists certified and support staff in pursuing higher education.
- **Bond Funds, PTA, Education Foundation:** Funding for classroom technology, instructional materials, enrichment activities, and teacher grants.

Requested Title I Funds (511)

- **Personnel:**
- Parent Community Liaison
- Assistant Principal for Student Engagement
- Title I Paraprofessionals
- Reading and Math Specialists
- **Intervention Supports:**
- Materials for small group instruction
- Technology, manipulatives, and curriculum resources
- **Extended Learning Opportunities:**
- After-school academic support and enrichment clubs
- Spring credit recovery and summer school programs
- Transportation (bus services) to support participation and equitable access
- **Parent and Family Engagement:**
- Family events, communication materials, and translation services
- Stipends for staff participation in after-hours outreach
- **Staff and Student Culture and Recognition:**
- Incentives for student achievement and improved attendance/behavior

- Staff appreciation efforts to address burnout and support morale, especially considering rising burnout index scores (from 3.2 in 2023 to 3.61 in 2025)
- **Professional Development:**
- Literacy, engagement, and classroom management strategies
- SEL, trauma-informed practices, and culturally responsive instruction
- **Innovative Learning Spaces:**
- If external grant funding is not secured, Title I funds may be used to support the launch of the school's Maker's Space in the library. This program will foster creativity, problem-solving, and cross-curricular learning aligned with STEM and literacy goals.

Funds are allocated based on identified needs and aligned with schoolwide goals, ensuring that resources are maximized through purposeful integration. All decisions are informed by data and designed to meet the intent and purpose of each funding stream while addressing the needs of the school's most vulnerable learners.

These strategies will be implemented throughout the 2025–26 school year and monitored by school leadership and data teams for fidelity, impact, and needed adjustments.

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. ESEA Section 1114(b)(3)

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.

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 school leadership team will meet monthly to review implementation of goals and evaluate student progress. The Title I committee will meet at least three times per year to review data, monitor progress, and revise the plan as needed.

- **Stakeholder Involvement:** Families and community members are invited to participate in Title I planning and review through school events and committee invitations.
- **Data Sources:** Progress will be measured using multiple data sources including STAR (reading/math), CRT, OSTP, ACCESS, attendance, SEL surveys (Panorama), and student grades.
- **Collaborative Analysis:**
  - Departments review CRT and formative assessment data during PLCs to adjust instruction.
  - Child Study Teams meet monthly to discuss student risk factors and intervention outcomes.
  - EL and IEP teams review ACCESS and STAR data annually for individualized planning.
  - Administrators meet with district data specialists and leadership to analyze trends.
- **Annual Surveys:** Staff, student, and family perception data (e.g., OU survey) are reviewed annually to identify changes in engagement, satisfaction, and culture.
- **Continuous Improvement:** Student subgroup data (SPED, EL, Economically Disadvantaged) are analyzed regularly. Findings drive decisions for instructional shifts, staffing, extended learning opportunities, and budget realignments.

The schoolwide plan is a living document and will be continuously refined based on evidence of student need, instructional impact, and community feedback. This ensures the plan remains responsive and results-focused for the benefit of all learners.