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.

August 2025

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

District Information	
District Name:	Union Public school
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 6th/7th Grade Center
School Site Code:	510
Principal Name:	Crystal Pounds and Tammy Ward
Email Address:	Pounds.crystal@unionps.org and ward.tammy@unionps.org
*School Poverty Rate:	80.83%

*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.

A strong partnership between the school and home is key to a student's success. Union 6th/7th Grade Center encourages parents to be active partners within our school community. This messaging begins during the student's 5th grade year, as we prepare students and parents for the transition to middle school. All parents are invited to attend Moving Up night, which allows parents to tour the building, meet with administrators and ask questions. This event is offered on two different dates and at multiple times in both English and Spanish to meet the needs of parents. Upon request, our Parent Liaison will set up personal tours.

Prior to the school year kicking off, each grade level holds a schedule pick-up event. 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. Sixth grade holds a Meet the Teacher event prior to school beginning and 7th grade hosts a Back to School Night within the first two weeks of school.

We are the largest middle school in Oklahoma. To create a smaller community for students, we have 8 teams in seventh grade and 7 teams in sixth grade. Each team consists four core teachers (ELA, Math, Geography, & Science) in seventh grade and six core teachers (2 math/2 ELA, 1 Geo, 1 science)in sixth grade 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 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. 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/SMORE, Connect ED calls, online gradebook, Talking Points etc.

Using Title I funding, our site is staffed with a Community School Coordinator/Parent Liaison for each grade level. Research shows that by providing integrated student supports, offering expanded learning time and opportunities, focusing on family and community engagements, and engaging in collaborative leadership and practice, schools can help close opportunity gaps for students (Learning Policy Institute). The Community School Coordinator position is focused on removing barriers for families that may impact the level of a student's success. The Community School coordinator focuses on providing school engagement/enrichment in and out of the school day that supports student and family engagement in the school learning community.

25.26 Union 6th Grade Leadership Team

Megan Stephens, Team Lead
Brooklyn Sowell, Team Lead
Samantha Cole, Team Lead
Anne Ramsey, Team Lead
Alicia Gandy, Team Lead
Rebecca Rhodes, Team Lead
Cara Carver, Team Lead
Lauren Turner, ELA Dept Head
Mindi Phillips, Math Dept Head
Joel Wright, Geo Dept Head
Sarah Sousa, Science Dept Head
Bonnie Gourdin, Elective Dept Head
Donna Smoot, Special Education Dept Head
Melissa Laster, EL Coordinator/Coach
Alicia Stuckey, Counselor
Matt McAfee, Community Schools Coordinator/Parent Liaison

Union 7th Grade Site Leadership Team
Nicholas Erwin, Team Lead
Sean Spes, Team Lead
Jennifer Smith, Team Lead
Jessica Rose, Team Lead
Brianna Triggs, Team Lead
Fahad Mohammad, Team Lead
Lauren Campos, Team Lead
Norman Wade, Team Lead
Morgan Roper, Team Lead
Jason Flanagan, Elective Dept Head
Aimee Rogers, Counselor
Lauren Buss, Guiding Coalition
Susan O'Dell, Science Department Head
Michelle Sawyer, Math Department Head
Courtney Conway, Geography Department Head
Robert Exum, ELA Department Head
Kristi Rozman, ALA Department Head
Jennifer Green, Librarian
Melissa Laster, EL Coordinator
Mike Fields, Special Education Department Head
Grace Markes, Community Schools Coordinator/Parent Liasion
Danika Bushyhead, Assistant Principal
Anthony Foster, Assistant Principal
Cytnhia O'Donnell, Assistant Principal
Crystal Pounds, Principal

Parent Committee Members:
Melissa Click

The Sixth Grade and Seventh grade while housed at the same site operate on vastly different bell schedules and each grade level has it's own leadership team.

6th grade Vision Statement

Our goal at Union 6th 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.

7th Grade Misson Statement

We exist as a 7th Grade campus to ensure that each student is prepared academically, socially, behaviorally and emotionally for tomorrow.

In forming our Title I committee, efforts are 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 updated in the summer of 2024 based on parental feedback and formatted to a more visually appealing document/brochure. 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.

25.26 Compact

School-Parent Compact

Each Title 1 site has a parental involvement policy and school-parent compact explaining parental involvement opportunities and how to be involved in decisions at the school on various committees.

Parent Involvement

U 6/7 Engages 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 practies:

- Monthly Newsletter
- Team Newsletters
- Talking Points
- Back to School Night
- Meet the Teacher Night
- Conferences
- Monthly PTA Meetings
- Schedule Pickup
- OU Survey

Parent Committment

I will support U6/7 programs and activities that give my child the optimum opportunity for learning by:

- Assist my child in learning the importance of good school attendance, being prepared, and asking for help.
- Checking Canvas
- Communicating with teachers

Staff Committment

We 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 positive feedback
- Providing instruction and assignments appropriate for the skill and development required by state and district standards
- Monitoring and updating student work on canvas and infinite campus

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 parents, such as meetings in the day or evening and via on-line formats that allow parent to access at a time convenient for them and provide feedback.
- The school involves parents of 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. The school provides parents of students with timely information about programs available.
- Information about all school programs is distributed via newsletters, social media pages, talking points and the district website.
- The school provides parents of 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 accessible on-line.

• All families are invited to attend student-led conferences

• State test scores are distributed to parents via talking points.

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

- If requested by parents, 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 the 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 Talking points and 6th grade Meet the Teacher during the first week of school.

Building Capacity for Involvement

Union 6th/7th Grade Center engages 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 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 Meet the Teacher, Team Engagement events, Back to School Night, monthly PTA meetings, PTA events, 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/Meet the Teacher, as well as parent teacher conferences, parents are given information about how to assist their children. 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 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 parents.

- Parent OU surveys are conducted yearly. A needs assessment was also sent to all parents in the spring of 2024. 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. 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.
1. 24-25 Enrollment for Union 6th/7th Grade Center was 1,029 sixth grade students and 1,049 seventh grade students. We are a diverse school as evident in our demographic of approximately 42%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 20 % classified as 'Gifted'. Seventy-five percent of our students are considered economically disadvantaged with the incoming group of 6th graders at 79%.

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 24-25 indicate the following:

OSTP 6th grade scores indicated 34% of students scored proficient or above in reading and 20% scoring proficient or above in math. OSTP 7th grade scores indicated 15% scored proficient or above in reading and 17% scored proficient or above in math.

OSTP 6th grade scores indicated 63% scored basic or above in reading and 53% scored basic and above in math. OSTP 7th grade scores indicated 45% scored basic or above in reading and 43% scored basic and above in math.

When comparing 23.24 and 24.25 scores, we noted the following.

- In 6th Grade reading, the percentage of students scoring proficient or above increased slightly. (28% to 34%)
- In 6th grade math, the percentage of students scoring proficient or above decreased. (27% to 20%)
- In 6th grade reading, the percentage of students scoring basic or above increased significantly (48% to 63%)
- In 6th grade math, the percentage of students score basic or above remained unchanged at 53%.
- In 7th grade reading, the percentage of students scoring proficient or above decreased significantly. (32% to 15%)
- In 7th grade math, the percentage of students scoring proficient or above decreased (21% to 17%)
- In 7th grade reading, the percentage of students scoring basic or above decreased (50% to 45%)
- In 7th grade math, the percentage of students scoring basic or above increased. (38% to 43%)

It is evident that we continue to see significant deficiencies in reading and math. In previous school year, we also used ESSER funds to hire a support specialist to support students who struggle to stay in the classroom due to dysregulation. The support specialist provides both academic and social-emotional support to students. Teachers reported this support allowed for fewer disruptions in the classroom. Funding for this position is a noted need for the upcoming school year.

Students are assessed using the STAR reading assessment a minimum of three times each year to measure growth and progress. Here are a few highlighted data points with our most recent data from 24-25.

- In 6th grade on the spring assessment, 31% of students score at or above the 60th percentile; 18% score in the 40-59th percentile and 15% score in the 25th-39th percentile. Most concerning we have 19% scoring in the 10-24th percentile and 17% scoring below the 10th percentile. It's also worth noting that The STAR growth

assessments did show growth this year. Students scoring at or above 60th percentile grew by 17 percentage points. We reduced our percentage of students scoring below 10 percent from 36 % to 17%. 6th grade implemented Tier 3 intervention, using a reading certified specialis and aide.

- In 7th grade, 27% of students score at or above the 60th percentile; 19% score in the 40-59th percentile and 18% in the 25-29 percentile. While 22% scoring are scoring below the 10 percentile this is a decrease from last years 43%. Seventh grade showed a 14 percentage point increase in students scoring at or above the 60th percentile.

The Math STAR assessment is given a minimum of 3 times per year. Result highlights are as follows:

- In 6th grade on the spring assessment, 37% of students score at or above the 60th percentile; 22 score in the 40-59th percentile and 15% score in the 25th-39th percentile. Most concerning, we have 17% scoring in the 10-24th percentile and 9% scoring below the 10th percentile. Students scoring above the 60th percentile did increase significantly from last year (23% to 37%)) and those scoring below the 10th percentile decreased significantly (28%-9%). These gains can contribute to the implementation of Tier 3 math interventionist position and aide.

- In 7th grade on the spring assessment, 35% of students score at or above the 60th percentile; 22% score in the 40-59th percentile and 20% in the 25-29 percentile. Most concerning, we have 20% scoring in the 10-24th percentile and 14% scoring below the 10 percentile. Students scoring above the 60th percentile increased from 26%-35%, showing a significant increase. The percentage of students scoring in the bottom 10 percent also decreased. Therefore, there was growth in seventh grade math STAR assessments.

Student Attendance

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). For the 23-24 school year, chronic absenteeism was 18.%. Despite a concentrated effort of messaging to parents and students to bring awareness to the importance of school, absenteeism continued to increase from 18% to 21.2%.

7th grade chronic absenteeism defined as students with 20+ absences show an interesting trend of data. In 2023-2024 22.7% were labeled chronically absent. For the 24.25 school year, chronic absenteeism increased to 27.3%.

Since the pandemic chronic absenteeism has doubled. This is common amongst all grade levels within our district. During the summer of 2024, district administration met with Impact Tulsa to discuss chronic absenteeism, possible barriers to attendance, and the need for a multi-layered intervention. This will continue be a district & site level focus for the upcoming school year, which will include a social media campaign to bring awareness and educate parents on the importance of school attendance. We use attendancematters.org as a national resource for communication and current trends with regards to student attendance.

It is worth noting that in the 24.25 school year, transportation services were interrupted for students during the fourth quarter, due to lack of bus drivers.

Non-Performance Data

Staff Attendance

Overall, staff absences continued to increase for the 24.25 school to 2,657 absences. Use of personal days increased from 503 to 588. 6th grade staff contract time is from 9:00-4:17. Many teachers report with the late dismissal time, they are unable to make doctors appointments, requiring them to take more time off. It is also worth noting that we did receive 6 resignations of teachers during the school year which impacts our overall attendance number.

Discipline Data

- In the 24-25 school year, 7th grade showed a significant decrease in disruptive/inappropriate behavior and 6th grade saw an increase. Both grade levels showed significant reduction to at home suspension. (6th grade: 254 to 174 and 7th grade: 379 to 169)
- During the 24-25 school year, we did not have funds for an additional interventionist in our Hope Harbor setting.
- Through Stronger Connections grant, we transformed from a traditional classroom to a safe, more esthetic pleasing calm space (soft seating, low lighting, regulating resources, etc)
- We do attribute our decrease in # of disruptive behavior incidents in classrooms to the use of our calm room, Hope Harbor to regulate students and get them back to class.

A third Assistant Principal was added to each grade level two years ago, which reduces the number of students each AP is responsible for. This allowed each AP to focus on pro-active/preventive processes and build strong connections with families. Our site will continue to review our 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

Non ESL certified teachers receive required EL coaching and professional development each year. In the 23-24 school year, Professional development focused on high effect/impact literacy strategies, MAX training. Throughout the year, PD focused on trauma-informed/SEL practices, engagement, EL, restorative conversations, Teacher Clarity, etc. During the 24.25 school focus was supporting new teachers through individualized instructional coaching. We also implemented embedded collaboration. A consultant was hired with Title I funds to support the work of our PLC's, as this systematic process was new to a majority of our staff. According to Hattie's visible learning research, teacher collective efficacy yields a 1.57 effect size.

We have identified the following needs for upcoming school year:

- Professional focus on PLC's and using common formative assessments to drive instruction and interventions.
- Professional Development for new teachers (less than 2 years)
- Coaching for teachers who struggle with lesson planning, classroom management, etc.
- Implementation of Tier 2 practices in the classroom and Tier 3 Interventions outside of classroom.

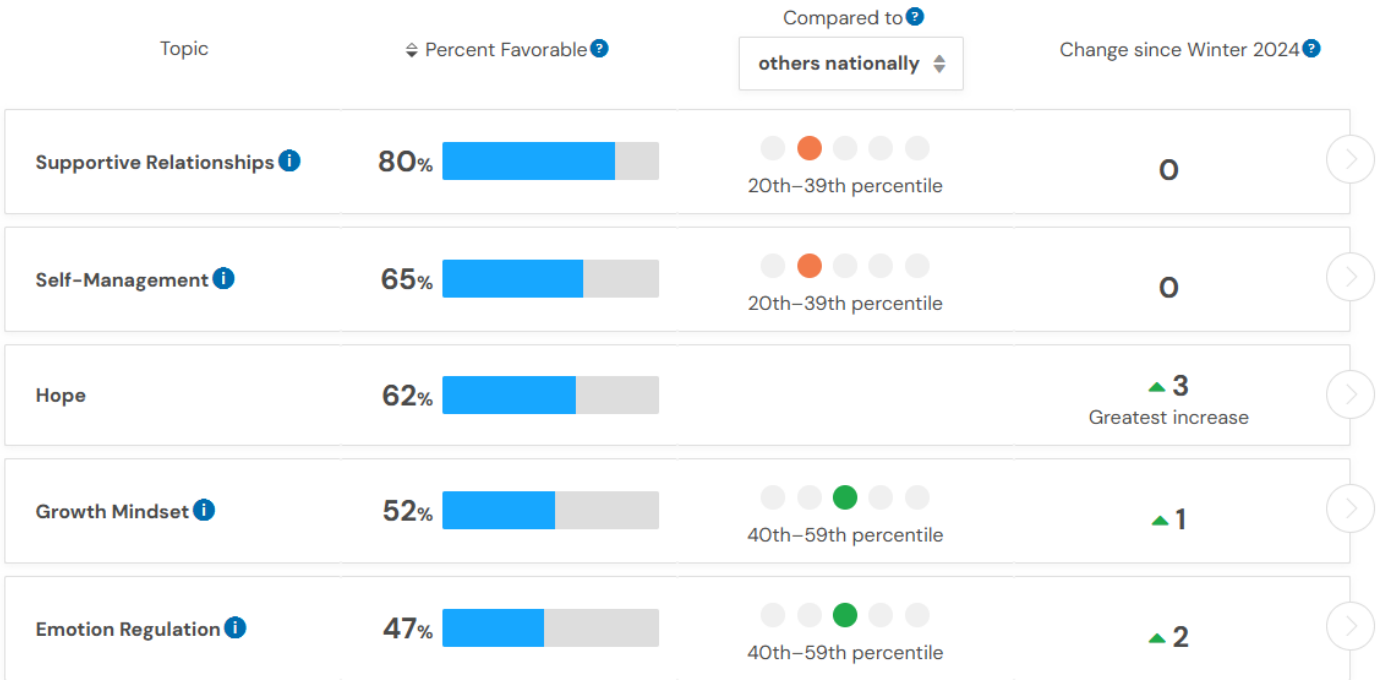
Our Guiding Coalitions, which is a group of identified leaders for each grade level continue to guide the work of MTSS. Guiding Coalition groups attended professional development and worked with consultant. John Hattie's research notes that when MTSS is implemented effectively, it yields a 1.29 effect size.

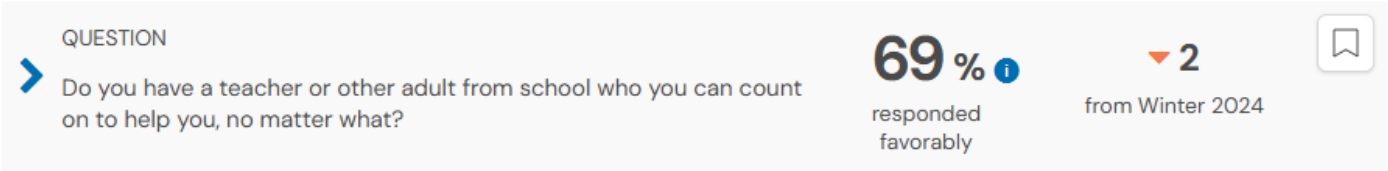
We continue to hire many teachers who are emergency certified. For this reason, funds are needed for on-going professional development. This past year, Title I funds were used to hire an instructional coach to work with our new teacher.

Counseling & Mental Health

Data reflects a decrease in safety risk assessments for this past school year. For the second consecutive year Sixth Grade suicidal ideations have decreased. In 23.24, Sixth grade Safety Risk assessments were 49 and this year it dropped to 26. Seventh grade showed a slight decrease from 35 in 23.24 to 30 this past school year. However, when we look at the same group of students during the past two school years, we note that Safety Risk assessments decreased from 49 to 30 . Students at U67 due have needs for mental health services as indicated by data.

For the third year, our students took an Panorama SEL survey three times during the year. This survey revealed the following information with regards to supportive relationships, self management, Hope, Growth Mindset and Emotional Regulation.





We note our students continue to struggle with emotional regulation, supportive relationships and growth mindset. These are areas of focus. Students do participate in SEL lessons twice a week during U-Time. We know the importance of having a trusted adult in the building. We continuously track students who answer, "no" to the question of a trusted adult in the building and counselors visit with each of them. We do note that the students identified as stating, "no" on the question often changes each time the survey is given.

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.. The survey is also made available to all parents and staff, but participation has remained low. Both grade levels had an increase in faculty participation by allowing time during faculty meeting to take survey.

6th Grade Response:

Response Information										
Respondent	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
Faculty	56	35	29	28	31	25	25	28	30	54
Parent/Guardian	10	18	5	148	229	128	81	101	55	70
Student	33	63	56	91	6	650	598	749	612	594

7th Grade Response:

Response Information										
Respondent	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
Faculty	21	30	20	21	26	23	31	30	24	39
Parent/Guardian	19	20	19	109	221	85	66	73	66	49
Student	26	60	61	93	17	622	516	603	595	592

Highlighted data analyzed:

- 58% of 6th grade teachers feel students treat teachers with respect. This was a 14 percentage point increase from the previous year.
- 45% to 50% of 7th grade teachers feel students treat teachers with respect. This was a 5% increase from the previous year.
- In 6th grade, there is a decrease in satisfaction with out of school programming, while 7th grade has remained relatively the same. Our 7th grade does offer additional programming such as YMM. The schedule is also more conducive to after school clubs where as 6th grade must meet before school.
- In 6th grade, there was a slight decrease in satisfaction of parents feeling well informed by the school. Seventh grade saw a significant increase in satisfaction with parents feeling well informed.

- Overall parental satisfaction with academic and school programing increased for both grade levels. (6th grade: 44%-63% and 7th grade: 60%-64%)

2. Identified targeted subgroup are as follows: (We don't have this information to update yet).

- Economically Disadvantaged: 7th grade 2024 OSTP results-- 26% of students scored proficient or above in reading and 15% scored proficient or above in math; 6th Grade 2024 OSTP results--22% of student scored proficient or above in reading and 21% scored proficient or above in math. While these scores remain low, we are making slight gaines.

- EL: 7th Grade 2024 OSTP results--8% of EL students scored proficient or above in reading and 5% scored proficient or above in math; 6th Grade 2024 OSTP results-- 8% scored proficient or above in reading and 10% scored proficient or above in math. While these scores are remain low, we are making slight gaines.

- IEP with Accommodations: 7th Grade 2024 OSTP results—7% of students scored proficient or above in reading and 2% scored proficient or above in math. 6th Grade 2024 OSTP results—9% of SPED Students with accommodations scored proficient or above in reading and 9% of students scored proficient or above in math. While these remain low, we re making slight gaines in these sub groups.

3. At the end of each school year, our Title I and leadership teams examine data to determine areas of strengths, improvement and needed areas of improvement.

Strengths:

- Structured schedule of teaming creates a school within a school feel for both students and staff
- Implementation of Smart Pass
- U-Time
- Supportive Parent Teacher Assocation
- Student Led Conference nights
- Block scheduling for 6th grade
- Implementation of PLC's
- Math & Reading Intervention
- SOAR Standards

Weakness or Needs/Opportunities of Improvement

- Increased support for new teachers in areas of classroom management, engagement, and literacy strategies.
- Need to educate parents on how to navigate Canvas (student learning management system) Increase math computations skills
- 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.
- Increase student & staff attendance rates
- Continue to improve communication and family school/connectedness
- Funds for summer school, tutoring, after school programming and/ or other student supports to eliminate achievement gaps due to loss of ESSER funding for these programs.
- Funds for staff members to support tier 2 and tier 3 intervention in the areas of reading and math
- Professional Deveopment to support MTSS with regards to social emotional and academic supports.

***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
- Continued PD for staff with with regards to classroom management, engagement, improved instructional practices, and social emotional learning needs.
- Update/Review U-Time curriculum
- Develop a system of support for students identified at-risk
- Personnel to support Hope Harbor (calm space) for students who are dysregulated to re-focus. This position also supports students on an IEP to provide accommodations such as individual testing, etc.

- Personnel to serve as parent/liaison/community schools coordinator to increase after school programs, increase partnership to meet family needs, etc.
- 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)
- 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 personnel to support reading and math intervention.
- Funds to support new teachers on best classroom practices such as but not limited to instructional coaching, on-going professional development.

5. Evidence of improved outcomes

The Title I committee will meet quarterly to monitor and evaluate progress toward goals and will be evaluated at the end of the school year. Evidence outcomes would be the following:

- STAR 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.
- Students scoring at the 60th percentile in STAR reading and math will increase 5 percentage points from the 24-25 school year.
- Increase in before school/after school clubs & programs provided/Number of students participating in programs.
- Increase # of students answering yes to having a trusted adult in the building, as measured by Panorama Survey
- Classroom observational data of teachers implementing research-based 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 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 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.

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, EL representative and core teachers) to identify struggling students and develop plans for success for each student. Each core subject will develop Common Formative 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 6th student starts their day with 20 minutes in a home room focused on Social Emotional Learning. In 7th grade they have 30 minutes during UTime during 2nd hour. 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 five 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 will be available for all students in Math and ELA. 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. Union 7th grade provides Academic Language Aquisition classes to all our EL students how are receiving EL services. They have specialized instruction in academic language support 5 days a week for 52 minutes.
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 Common Formative Assessments 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. 7th grade has an embedded 30 minute block for response to intervention to support Tier 2 intervention for students who are not proficient in each essential standard. 6th grade provides a 1.5 hour block of Math and English so that they

can provide Tier 2 intervention during this block of time for students. Both 6th and 7th grade have Tier 3 Reading and Math interventionists who provide intervention for students who are significantly below grade level in their universal math and reading skills. Students in 6th grade are provided intensive support 4 days a week for 20 minutes a day. Students in 7th grade will be provided intensive support 4 days a week for 40 minutes a day.

3. Union 6th/7th partners with outside counseling services to meet the growing need of mental health needs of students. For the 24/25 school year, mental health agencies CREOKS, Family Children Services and A New Way 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; therefore, during the 23-24 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 24-25, 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.

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 24-25 school year, we more fully implemented the MTSS model of tiered interventions (Multi-tiered system of supports) for addressing student needs. The MTSS process enhanced child study teams by providing a detailed approach to addressing tiered supports (Behavioral, Academic, SEL, and College/Career). During the 24-25 school year, the counselors identified chronic absenteeism needs in the data and created a plan of intervention to address these needs. The counselors used the ASCA model to create, deliver and monitor their interventions. Many of the counselors saw improvements in student attendance through these methods. During this next school year, counselors will continue to utilize the ASCA model to identify needs in the data and provide interventions to support students. Counselors also used discipline data to help support students in need. For example, one counselor looked at the data and saw that among our female students there was an increase in fighting among this group. Therefore, the counselor created a small group of girls who would meet on a regular basis to discuss conflict and how to peacefully resolve it. The amount of conflict referrals for females among this group dropped throughout the year. During the 25-26 school year, the counselors will continue to identify areas of need based on the data and provide appropriate interventions to support these needs.

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. The program Panorama will be utilized to track the interventions put in place for students. Panorama was more fully implemented in the 24-25 school year and during this school year all teachers will have access to the wealth of student data available through this program and can track student interventions. This tool will be used consistently in Child Study Teams to look at student data and track the interventions put in place. In 24-25, 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 previous years to review how to best utilize this tool for intervention. During the 25-26 school, our teachers will receive training on how to use Panorama too.

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 (MTSS). It may be determined that as a student is being provided interventions that there may be a need for them to be evaluated for special education services. The length of this process is dependent on the student's need and their response to the interventions being provided. As mentioned above, there is a detailed process in place for determining length of time and required supports for EL students. During the 2023-2024 school year, administrators attended an RTI workshop/professional development. During the summer of 2025 administrators and teachers received additional training in Response to Intervention to help guide the process and timeline for students receiving these supports. The site continues to review the RTI process and update certain practices as needed.

6. Union 6th/7th provides multiple extended learning opportunities for students. Seventh grade will provide after school tutoring for math and reading as funds are available. Tutoring is available Mon-Thurs. This last year Union 6th and 7th grade received support from the Opp to provide after school programing. 6th grade offered the following programs; Energy Club, Boys Basketball, Kitchen Safety, Redhawks in the Wild, Creative Music Club, Art Club, Comic Creator Club, Girls Basketball Club, Run Club and Harry Potter Book Club. 7th grade offered the following programs: LIfe Skills, Robo Redhawks, Esteem Champs, Blast off Rocketry, Esports, Soccer and Wilde Writers. The Opp will continue to fund the after school programs and they will begin in the Fall.

Extra-curricular Programs we have traditionally offered each school year are the following: STUCO, STAR Base, GATE, Speech and Debate (7th) Youth Medical Mentors (7th), Change Makers (6th) and BizTown (all 6th graders participate in Biztown). This past school year, 342 students (200, 6th grade; 142 7th grade) participated in After School programs. After school programs offered a total of 23 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 UTime each school day.
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. In the past, the district has offered a $3,000 stipend for teachers who acquire their EL certification. That is no longer available; however, teachers identified as EL sheltered teachers (majority of 6/7 core teachers) are required to participate in a combination of EL PD and Coaching. For the 24/25 school year, all teachers received EL PD on district PD days. Literacy/MAX training was made available to teachers during the summer, science and geography teachers were encouraged to attend this training. Due to the large number of EL students within our school there is a huge need for literacy training for many of our staff members. We continue to provide the MAX literacy training each year so that new teachers can have access to this training so they can instructionally support the needs of our EL students. During the 24-25 school year, we provided instructional coaching through a consultant, Kaite Kinder, to our new teachers (1-3 years) to support student engagement and literacy in the classroom. We also partnered with a Solution Tree consultant to provide specific professional development for our Professional Learning Communities facilitators. We also provided an additional time for a Solution Tree consultant to meet with each department to help facilitate the next steps in their PLC journey in supporting student learning that is driven by student learning data. During the 24-25 school year, we also purchased the book, *Best Practices at Tier 1: Daily Differentiation for Effective Instruction*, for the Guiding Coalition so that we could study these practices and present them during professional development. In addition to providing professional development opportunities for certified staff, Union prioritizes providing professional development to

support staff as well. The district has been providing Mindsets training to support staff as well as certified staff who work with students who have high behavior needs. Our ER2 and ERB teachers and support staff received this training last year and will continue to receive this training this following year. Different aspects of Mindsets training are presented to the whole staff during Professional Development days to help foster an environment of being proactive and safe rather than reactive in responses to student behavior.

8. The district actively participates in local university job fairs in the Fall and 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. 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, weeklong, 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 PLCs.

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.

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.

Title I (511)	Community Schools Coordinators, professional development, parent engagement events
Federal - 572- Title III	Embedded and ongoing instructional coaching (Lead EL Instructional Coach, two 0.5 FTE PN's)
Other State and Local Funds (Bond funds, Union Education Foundation, PTA, crowdfunding)	Awards teacher grants and supplies activities for students
Federal 541-Title II	Professional books, stipends for PD outside of the contract day, contracted sub coverage for in- depth planning and PD. Districtwide Teacher Trainers

Federal – 561 – Title VI	Salaries for Native American teachers for individualized tutoring and cultural enrichment
Local - 206	Project Lead the Way training for new teachers- Launch Training and Core Training

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 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

- School leadership, including families and community stakeholders will regularly monitor and adjust implementation of the Title 1 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.

- District CRT assessments, Common Formative 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, CFAs will be evaluated to measure progress towards goal so that supports and strategies can be adjusted as needed. During 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. 24-25 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.

- 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.