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.

9-23-25

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
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:	Rosa Parks Elementary
School Site Code:	155
Principal Name:	Heather Federline
Email Address:	Federline.heather@unionps.org
*School Poverty Rate:	92.82%

*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.

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

their child's educational journey and be provided strategies to use at home to assist with reading and math. We will tie events to celebrations of student work.

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

Rosa Park Site Leadership Team:

Heather Federline, Site Principal

Taya Oelze, Site Assistant Principal

Sidney Webb, Parent Liaison

Bethany Randoll, Instructional Coach

Sabrina Medina, Pre-K and parent

Elizabeth Lockmuller, Kindergarten

Andrea Hasting, 1st Grade

Molly Gabbert, 2nd Grade

Stephanie Solnok, 3rd Grade

Robyn Kiddy, 4th Grade

Nance Weber, 5th Grade

Gina Smith, Media Specialist

Suzanne Schneider, Counselor

Angela Goins, Language Arts Specialist

Melissa Duvall, Early Childhood Special Education

Jamie Cole, EL Coach

Dean Marshall, Gifted and Talented

Grace Newman, Family and Children's Services on site counselor

Anna Mueller, Laura Shand, Global Gardens (Community Partner)

Owen Condry, Community Health Connections

Jessica Austin, Battle Creek Church

Charlie Daniels, Tulsa Health Department
Parent Representatives: Jamie Light, Michelle Lampkins, Mariah Smith, Molly List, Coral Ruiz, Lydia Byrd (Reading Intervention Paraprofessional/Parent), Denise SanMartin (Math Intervention Paraprofessional/Parent), Elizabeth Martinez (Stie Secretary/Parent), Angela Rodriguez (Site receptionist/Parent), Sabrina Medina (PK teacher and parent)

#3 The original Rosa Parks Vision and Mission statements were collaboratively created by staff, students and families when Rosa Parks Elementary opened in 2006. It has been reviewed annually by the Title I Leadership Team. Title I Leadership team and staff analyzed the mission and vision in August 2025 and collectively agreed that the vision and mission statements, as they are written represent the beliefs, values and commitments of the Rosa Parks Elementary faculty, staff, families and students.

Mission:

Our mission is to empower and equip all students to graduate High School college and/or career ready.

Vision:

Reaching, Engaging and Inspiring

#4 Rosa Parks Elementary is dedicated to the philosophy that parent involvement is integral to the success of each student. For this reason, our team actively recruits parents to partner in meaningful ways to ensure student success. Parents join staff members as part of the Site Leadership Team to develop the site Title I Schoolwide Plan. Meetings are held throughout the school year to analyze, evaluate and revise the plan according to current school data and trends. The parent involvement policy/Parent-School Compact is developed by the site leadership team and parents during the Title I Leadership Team meetings and is reviewed each year with opportunities to edit. The Compact is distributed to parents at the beginning of the school year at our Parent/Teacher Conference Nights and available at the front office, as well as posted on the school's social media page and digital school newsletter. This document has been created to solidify the strong relationship between family and school. It outlines the responsibilities of each party

involved and directly correlates to student success as the number one focus. At conferences, the teacher and family also set goals for each child for the upcoming school year.

Additionally, Rosa Parks Elementary is a community school. The community school's philosophy supports school personnel, parents, neighbors and community partners working together so our children can participate in a strong instructional program by living and learning in safe and supportive environments. The school district is committed to increased parental involvement and community connections. Our Parent Liaison (Title I funded), works with all families and students to coordinate afterschool programs and help families break down barriers that may prohibit their child from reaching his/her full potential. They work closely with our community partners to support students, staff and families throughout the year.

All documents provided by the school are available in Spanish, the majority second language of our community, but can be translated into any language upon request and made accessible in a variety of formats, digital or paper. Translated messaged are available through our texting platform, Talking Points, which families and school staff use for daily communication. Spanish interpretation services are also provided at all family events including Meet the Teacher, Back to School Night, Fall Festival, Goal Setting Conferences, Family Nights, Bingo, PTA meetings, assemblies, 5th grade recognition, talent show and any other grade level and school information nights. Additionally, Language Line, a language-access program, is available to provide on-demand interpretation to families in their preferred language as needed. District announcement, as well as district and school information can be found on our district website which has a translation box that includes 11 different languages. The Rosa Parks Parent Liaison works in partnership with the PTA to intentionally recruit parental involvement from our diverse community. General PTA meetings are held quarterly and focused on enhancing learning and enriching the lives by encouraging a partnership between home and school. Spanish Parent meetings are organized and held at a district campus or via zoom. These meetings are planned according to feedback from the community. Our team has developed multiple strategies to help us gather feedback from stakeholders and assess the needs of our community. An annual family survey is distributed at the end of the school year. This survey solicits information from parents in the areas of academics, after school programming, safety, communication and culture. The leadership team uses the information to analyze program effectiveness, involvement/ participation and to assess ongoing needs of the school community. Additionally, the data informs decision making for the following school year. The leadership team examines the data and how it supports the mission of the school. Union Public Schools is also working in collaboration with the University of Oklahoma. An annual culture and climate survey is distributed to parents, student and staff. The University of Oklahoma summarizes the information and shares the data with each school. We also utilize a hope centered survey, given to our 3rd-5th grade students, to gather information about students social and emotional well being. The districts Hope-Guidance-Social and Emotional Learning department assists us in administering this survey three times over the course of the year and we analyze the data to determine trends and areas of need.

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

works in collaboration with the University of Oklahoma to survey our families, staff and students on the culture and climate of our school and district. The University of Oklahoma summarizes the information and shares the results with our school and district.

#2 Analysis of Data

Demographics:

Rosa Parks Elementary serves approximately 675 students from Pre-k through fifth grade. We are equal in our male and female counts with 338 males and 337 females. We have a diverse population, which includes multiple cultures and socio-economic groups. Approximately 92% of our population receive free or reduced lunch. Within our school boundaries are 6 apartment complexes; many of which are Section 8. Our student demographics have remained consistent over the past few years. In order to better understand the analysis of data and identified needs, a breakdown of demographics are listed below:

Hispanic students make up the largest population of students at 58%. Black is our next highest sup-group at 17% and Asian at 8%. Pacific Islander, with 1%, Native American at 2% and White at 6% make up the smallest population at our school. 41% of our students are EL, 12% are children with disabilities and 5% are homeless. Our economically disadvantaged percentage increased this year from 91% to 92%.

Academic Data:

Preliminary OSTP scores for Language Arts show a decrease in all grades. When looking at the bands of performance, we had more student performing below grade level than the previous year. There was an increase in the benchmarks, so this was to be expected. This was not the case for Math. Math had and increase in proficiency in grades 3 and 5. 3rd grade by 30%. 3rd grade saw a higher rate of students scoring Proficient at 23%. 5th grade had a decrease in students who scored Basic or Below Basic. 4th grade had less students in Basic, but and increase in students scoring in the lowest band.

For STAR EL and Reading, Kinder and 1st grade had little or negative increase in proficiency from fall to spring when looking at the benchmark and 60% or higher. 2nd, 3rd and 5th grades all saw and increase in proficiency levels. 4th grade saw an increase in students scoring above the 40th percent from fall to spring but had students that did not maintain proficiency above the 60th percentile. Growth scores show that on average, 62.47% of our students grew a year or more. In 5th grade 70.3% of students grew a year or more. It will be important to analyze the data more closely to determine the growth rates and proficiency levels of the students that did not grow a year or more and determine what level of intervention or enrichment is needed.

Our sub group data is very inconsistent. No one group stands out, however, our black 3rd and 4th graders, along with our hispanic 4th graders saw decreases in those that scored above the 60%.

Overall, math yielded better results than reading. All grades had increases in students scoring above the 40th and 60th percentile, minus 4th grade. 1st grade and 5th had very small increase of less than 6%. 4th grade was only by 1% in students scoring 40% and above. They had a 2% decrease in those above the 60th.

This would mean that some targeted math intervention could be needed for our incoming 2nd and 5 grades. We may also need some attention on the incoming 1st graders and instructional supports.

Our Hispanic population was our most successful across the grades, minus 4th grade. This group showed increases in both those above the 40% and 60%. 2nd grade White and Asian students, as well as 4th grade Asian students saw the largest gains. Our Asian population is one of our smallest groups. Similar to our reading scores, the sub group data for Math is very sporadic. A focus on intervention would be warranted in all grades and sub groups.

We also took a look at student growth in both Reading and Math on the STAR. Over 55% of students had a year or more growth on the STAR. This means that the students, regardless of their entry point, met or exceeded their target scores by growing a year or more. Expected growth would be a year, so we celebrate the growth and will analyze the data more to determine those that did not grow and ensure they are receiving all tiers of instruction, intervention or enrichment.

Based on the above performance data, it is imperative to continue to provide intervention and remediation to all students, specifically targeting our largest sub groups and those that made little growth. All students continue to not meet proficiency in reading and math, however, overall growth was made throughout the year. Overall, minimal growth across all grade levels and subgroups will be addressed through targeted small group intervention.

In the spring 2025 Rosa Parks Elementary had 9 students reach the FEP level in their ACCESS test. This is less than half from the previous year of 22 students reaching the FEP level. This decrease could be due to the change in cut scores on the OSTP. Based on scores this year, speaking and writing will be the domains that needs to be an area of focus. Our EL coaches will continue to coach teachers in these domains.

Attendance Data:

Rosa Parks overall attendance rate was a 91.82% which was a .18% decrease from the previous year. Our Asian and Multirace subgroups saw a slight increase, however, these represent a very small percentage of our overall population. All others decreased with the highest being out Black students with almost a 3% change from the prior year. Primary grades still tend to have the lowest average daily attendance, so it is important to stress coming to school everyday and targeting these lower grade. Even with incentive efforts, attendance is challenge and will continue to be an area of focus this upcoming school year.

Whan analyzing chronic absenteeism by grade, our PK and Kdg had the most chronic absenteeism at 38%. This is a not a significant change from the previous year, however, KDG was not the highest. Primary grades in general. Pk-1st still have the highest rates of chronic absences, with 5th grade not far behind. This data shows that efforts must be made in the primary grades to stress the importance of school attendance. When looking at demographic data, our Pacific Islander students had the highest percentage at 75%, however, there were 3 of 4 students, so this populations is so small it is hard to make comparisons. Next would be Black with 37%. Our largest population of Hispanic students is 25%. Our 2 largest populations showed and increase in chronic absenteeism. Multi race students showed a decrease of over 10%.

Discipline Data:

School-wide discipline data shows that we had a significant decrease in behavior incidents than the previous year moving from 94% of students not receiving a documented office referral to 96%. There were 37 total incident referrals during the school year, several of which represent repeat student offenders and which shows a decrease by almost half from the previous year. When looking at the students that received discipline referrals, our Black and Hispanic students received the highest number of referrals making up 75% of referrals. This data aligns with our school wide demographic data that represents these two groups making up a majority of our school population. These 2 subgroups have remained the highest for the past 4 years. Throughout the school year, 15 incident referrals resulted in suspensions. 12 incidents placed student i school suspension. 15% of these suspensions pertained to special education students, which was a significant decrease from the previous year. Fifth grade had the highest number of incident reports with 18, 3rd grade followed with 16. Males had significantly more behavior referrals than females. The high number of referrals can be attributed to a certain few students that were repeat offenders and had some significant behaviors that required removal from the classroom or building.

#3 An analysis of student, staff, school, and community strengths and needs was completed using a variety of perception data. Feedback from surveys indicated a variety of strengths and areas for improvement.

The OU survey which was given our 4th grade students and families, as well as the staff revealed that students feel supported by their community and their teachers, they place a high amount of trust in school and feel safe here. Bullying still seems to be a low ranking item on the OU survey, along with cyber bullying and hope. Trust in other students moved up in favorable responses, but is still an area to monitor. All indicators remained very similar to last years survey. On the student hope survey, 45% of the students surveyed ranked favorably that they can regulate their own emotions. Growth mindset dropped from 58% to 56%. Hope decreased by 3%. Supportive relationships remained the same. This could be attributed to common language that is used throughout our morning meetings and the Hope lessons taught during that time, where we continue to strengthen the relationships between teacher and student. Our focus on the development of student social and emotional regulation, as well as culture building is shown in fairly consistent results, as well as our overall discipline data.

Results from student surveys are mirror the results of parent's surveys. Parent too have high trust in the school, with a slight increase from the previous year. Parent satisfaction is ranked high, with an increase of .66. Parents feel that the quality of the programming is good, as well as the outreach. On the building survey, parents still do not feel connected to each other. They are still requesting more opportunities to be involved through events that are family oriented, social in nature and are more classroom centered. They state that communication is good and that there are positive relationships between staff and students. They would like more consistent and timely communication and have requested more interventions and focus on special needs.

OU survey results show that faculty are still showing a low amount of trust in parents and students. It also shows low areas in autonomy, support of student psychological need and teacher burnout. Teacher burnout is at an all time high. Upon reflection, the leadership team feels that a sample size of 21 teachers

in not enough to show any significant areas of weakness or strength. They would like to look at the questions closer and determine if there is misunderstanding in the wording or if this is an accurate depiction of the staff views. Overall, continued work needs to be done to build positive relationships between staff and families as well as building a positive school and work environment for everyone.

Student and parent satisfaction at Rosa Parks remains positive. Our families value the work being done at Rosa Parks and trust that students are being academically and emotionally cared for as well as safe. Staff rapport has declined as noted by a lack of trust in families and each other. Teacher burnout was noted in the OU survey. As a staff, we will continue to be intentional with re-building a positive culture and climate at Rosa Parks, including fostering connections between staff and families.

Based on the Professional Development needs survey given to staff at the end of the 2025 school year, teachers are identifying the most need in the area of Aligment of Instructional Pieces (12/25), which is primarily the goal of teacher clarity. Identified top priorities that also fall under the umbrella of teacher clarity include student engagement (5/25) and differentiated instruction (5/25). Staff have also identified a need for continued classroom culture work, specifically through Classroom Management (7/25) and Hope/SEL Supports (5/25). The priority content-based need is Writing (5/25). This feedback reflects teacher's professional growth in the implementation of new math curriculum, as this was the top priority area identified in the previous school year and was not identified as a priority need in the 2025 survey. The survey continues to identify teacher clarity as an ongoing need from previous to the present school year.

Some critical needs to continue to address through professional development in the 2025-26 school year would be in the area of intervention time. This block of time is used to increase student academic success through individualized instruction, designed to address tiers of student need. A professional development focus on teacher clarity and the power of intentional team collaboration will support the impact of the intervention block by increasing student engagement and student goal-setting, thus building a framework of hope for students and teachers. Another critical need for our professional development growth would be to expand our knowledge of behavioral supports. The focus on student engagement, classroom management, and Hope/SEL will align with and support increased behavioral supports in the classroom and will create an environment that focuses on physical and emotional safety to build positive relationships between staff, students, and families. We will also support teachers in implementing high-quality writing instruction through currently provided district resources and specific professional development centered around quality writing strategies and practice.

We also know there are many areas of need and continued focus for our students to be successful and our staff to feel competent in performing their jobs. Students need continued support with regard to social and emotional learning, along with teacher training and PD to support this initiative. The students at Rosa Parks need targeted intervention and additional support to make academic gains across all grade levels, subject areas and low performing subgroups. A continued focus on professional development and training in Math and Reading strategies will assist teachers in meeting the individual needs of our students. We will continue with our focus on connection in an effort to strengthen relationship building between staff and students, staff and families and family to family. We will provide more family centered events where they

can not only learn ways to assist their children at home, but also develop friendships and build relationships within their community.

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

Priority Goal #1- Safety and Well-Being

Action Plan –

- Develop and implement task force(s) to support priority goal #1. Create purpose, description, and identify action steps.
- Provide a safe place/calm down area for students within the classroom to encourage and promote a safe classroom environment.
- Foster a common philosophy of discipline and expectations for our school. Implement school-wide discipline plan with clear tiered behavior strategies. Create cohesive classroom management plans for all teams.
- Implement comprehensive school-wide safety plan (continually review roles, action steps, and communication protocols).
- Provide a safe and welcoming environment.
- Provide intentional tiered interventions for students who need additional support with Social and Emotional well-being.
- Foster the development of students' social and emotional learning through modeling and other activities designed to help students recognize and manage feelings, build positive relationships, and encourage responsible and safe decision-making skills. Embed classroom guidance focused on these areas throughout the year.
- Incorporate music and movement through rhythm-based activities school wide for the purpose of promoting self-regulation.
- Encourage use of Hope Hub and SEL library curated lessons to strengthen social-emotional health of students.
- Foster an environment of Hope for staff and students through focused professional development and partnerships.
- Continue focused professional development and initiate collaborative partnerships with SEL experts in order to support students and staff.
- Continue to build and utilize SEL materials and resource library to support needs within the classroom and sensory lab.

Priority Goal #2 – Connection and Positive Relationships

Action Plan -

- Develop and implement task force(s) to support priority goal #2. Create purpose, description, and identify action steps.
- Aspire to make a positive difference in the lives of our students, staff, and community by creating a culture that fosters respect, responsibility, and safety.
- Implement daily morning meeting/community circle to promote a positive classroom environment.
- Find opportunities to celebrate and encourage one another in fun and meaningful ways.
- Create cohesiveness with school leadership, community partners, Community Schools Parent Liaison, teachers, staff and families to expand learning opportunities for students during school and out of school time.
- Continue growing a network of partnerships to help children and families succeed.
- Create structures and support systems to monitor student attendance, support families, and promote student success.
- Strengthen relationships with families through improved communication and by providing collaborative opportunities for parental engagement/involvement focused on student success, celebrations of student work and connection throughout the community.
- Create opportunities for Rosa students, staff and families to engage in and embrace the diverse culture within our school community.

Priority Goal #3 – Academic Growth and Achievement

Action Plan -

- Develop and implement task force(s) to support priority goal #3. Create purpose, description, and identify action steps.
- School wide goals developed by each grade and focused on students growth in reading and math.
- Foster the development of a PLC embraced by all staff to carry out the goals and objectives of our school wide plan led by the Guiding Coalition and leadership team.
- Embed focused professional development for all staff through the support of the leadership team, instructional coach, and instructional partners to improve practices in all curricular areas. Focused PD includes PLC, Visible Learning, Student Engagement, Goal Setting, RTI/Data Teams, Hope, SEL, Behavior Supports, Trauma Responsive Instruction, and other evidence-based instructional practices geared to increase student achievement.

- Increase student achievement through continual review of state standards and its alignment to curriculum resources and assessments in reading and math in order to increase student achievement.
- Use data to inform instruction when collaborating and planning as a team; including coaching cycles, child study teams and collaboration/data team meetings. Incorporate collaborative opportunities for specialists and classroom teachers to align standards and learning objectives and communicate feedback.
- Encourage teachers to partner with the instructional coach and EL coach in order to set and meet student centered goals.
- Increase depth of knowledge in teacher clarity through individual and team professional development opportunities to increase teacher efficacy.
- Implement teacher clarity to increase visible learning for students in the classroom.
- Implement district selected curriculum resources and pacing guides with integrity in order to meet state standards and skills.
- Continue the implementation of academic intervention and enrichment in math and reading to increase all levels of learning.
- Implement the use of a Power Half Hour to focus on Tier II intervention, application and enrichment, utilizing all staff to support student learning.

#5 Emphasis in the areas of scaffolds, strategies and language support for our EL students, continued professional development in the areas of small group instruction, differentiation, data teams and targeted intervention for our lowest performing students showed improved outcomes and growth on district assessment in reading and math, however, our students are still not meeting proficiency on standardized assessment. We believe the growth we are seeing is a direct result of the many strategies implemented to support language for our ELs, and budgeting for Language Arts Specialists and para-professionals to support students in literacy and math. More emphasis needs to be placed on each tier of instruction to ensure that students are receiving all the supports necessary to learn at high rates.

Time spent focusing on the student's social emotional well-being during morning meeting and through our districts HOPE/SEL centered initiatives showed overall positive results in our HOPE survey.

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.

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

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

Rosa Parks' staff and students use the Oklahoma Academic Standards to guide our instruction. Our district uses Super Kids and Scholastic Literacy as the core reading program to support this instruction. For each resource, teachers utilize guides that link Super Kids and Scholastic to the Oklahoma Academic Standards. Teachers begin units with an essential question and teach skills through read aloud, mini-lessons, writing, phonological awareness & phonics, fluency, print concepts and speaking and listening. Teachers start with the OAS objectives and backwards plan with unit goals and strategies. Additional resources may be used to fill in any gaps to ensure standards are being met at each grade level. Pacing calendars are followed to ensure all standards are met throughout the year. Teachers will continue to individualize goals based on language levels for our EL students, including language objectives embedded in the content, as well as differentiated supports and scaffolds. We will continue to focus on listening, reading, writing and speaking domains for our EL students to support language development in all content areas. Our district selected ELA resources, along with SIPPS and Orton Gillingham, provides intervention support to be used by our Special Education teacher, Reading and Language Arts Specialists, paraprofessionals and classroom teachers during small group instructional time.

Eureka is an evidenced based core math curriculum used for K-3rd grade. Teachers use Eureka as a guide to provide high-quality direct instruction, to build students' conceptual understanding and math fluency through collaborative and independent practice with problem sets and models, and to build student capacity with deep math concepts through productive struggle. Eureka math includes the application of Universal Design for Learning principles, which create equity and access for all students, including English learners and students with reading difficulties. Eureka addresses a wide scope of learner variance through multiple means of engagement, representation, and student discourse, reaching students below, on, and above grade level. Additional supports can be found in their on-line resource tool, Great Minds digital. This

portal includes instruction and assessment tools to help teachers provide just-right instruction for their students and to maintain and engaging yet challenging math instruction time.

Big Ideas Learning, Oklahoma Math is an evidenced based core math curriculum aligned with Oklahoma Academic Standards and taught to 4th and 5th grade. Teachers use Big Ideas as a guide for high-quality direct instruction, providing opportunities for collaborative and independent workstations, engaging routines, and deep conceptual understanding of standards. Big Ideas includes differentiation, built into every lesson, to provide support to Tier I-Tier III students, as well as a Dig In component to allow every student to become hands-on with mathematics concepts. Each lesson connects to a real-world career and situations, which creates relevance for students, moving math beyond the classroom into students' lives. Additional supports can be found in their digital platform, which offers alternative lessons, providing another approach to each mathematical concept for RTI students. This component also includes interactive activities, problem sets, and mathematical tasks, which creates differentiation and choice for students' representation of their learning while providing digital models for further support.

In addition to Super Kids, Scholastic Literacy, Eureka and Big Ideas, staff use Number Corners, Twig Science, Project Lead the Way, Savvas and Social Studies Weekly. Bridges Intervention is used for small group instruction in Math. ExactPath and Imagin Learning are technology resources used to support students in literacy, math and language development.

We continue to supply our students with devices in the classroom, continuing our one to one initiative. Every student had a device, either an iPad for K-2 or a laptop for grade 3-5. Devices are used for in-class instruction, assessments, small group learning and enrichment. Project Lead the Way Curriculum is implemented K-5. In PLTW students engage in problem solving and process thinking, develop technical knowledge and skills, and build communication skills. Imagine Learning is an evidence based language and literacy software program that accelerates English learners. Exact Path delivers ESSA-evidenced scalable interventions in math, reading, and language arts, combining assessments and individualized learning paths, to measure, predict, and accelerate growth for all students.

Title 1 funds may also be set aside to purchase materials or attend trainings or workshops in support of the evidence based strategies used: Professional development books, materials for classroom instruction or assessment, workshops and trainings that support literacy or math instruction, social emotional learning, Visible Learning, data teams, high yield teaching strategies, play based initiatives, trauma informed instruction, culturally responsive teaching practices, EL strategies, classroom management, social and emotional learning, communication structures, positive school culture and development, leadership and parent/family engagement. Funds will also be utilized for technology, software components for both math and reading and technology hardware such as iPad,s, laptops, document cameras, headphones, iPad covers and laptop/iPad storage/charging stations.

#2 Numerous opportunities are provided for teachers and staff to analyze multiple forms of data all year long. Becoming more fluent in assessments and teaching practices based on data in real time is crucial for student feedback and growth. Currently, our teachers use a wide variety of data including: OSTP scores, District created Common Formative Assessments, distict created Criterion Referenced Tests (CRT's), STAR

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

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

#3 Rosa Parks has partnerships established with several wrap-around and support services and agencies.

Community Health Connection (CHC), a Federally Qualified Health Center (FQHC), operates a community clinic on site at Rosa Parks. They provide quality, affordable and accessible primary health care services in a culturally effective and language-appropriate manner. Information about their services is provided to our families throughout the school year. Representatives from the clinic also attend our school-wide events.

Family and Children's Services (FCS) provides 2-4 onsite counselors, as well as a behavior specialist, that provide individual services during the school day for school and parent referred children, Their services often involve extended supports for the parents and family unit. Services may extend through the summer months as well.

In previous years Rosa Parks has hosted interns from The University of Oklahoma-Tulsa (OU-Tulsa) School of Social Work bachelor and master degree programs. Internships are year-long and students work closely

with our parent liaison and counseling staff members to provide a variety of services to support the needs of staff, students and families.

The Tulsa Health Department (THD) provides multiple onsite, within the classroom, whole group sessions covering a variety of physical and mental health related topics, including, human growth and development, dental health care, making wise choices, getting along with others, stress management, etc. THD also coordinates free rides to health-related appointments for parents who cannot get their children to and from such appointments. They may also provide similar services for prescription pick up or other health-related support services.

Our faith based partnership with BattleCreek Church and Church 34/34 have provided us with an opportunity to participate in a care portal for our families and support for our staff. The care portal allows us to identify areas of need for students and families, and then receive the support of the community to fulfill that need. Both partners attend building events.

Our partnership with QuikTrip Corporation has allowed our students to participate in Math Mentors for the past several year. Members of the QT staff spend their lunch hour mentoring students while participating in math centered games. QT also hosts a family event each year where our students, families and staff spend the evening gathered together enjoying music, food and fun.

Our partnership with Reading Partners has allowed us to serve more students struggling in the area of reading. Volunteers meet with students who are at least 1 year below grade level, one or two times weekly to tutor them in reading. We have seen student growth on our district benchmarks and will continue this partnership for the upcoming year.

Union offers several intentional opportunities for transitional support. 6th grade moving up is an opportunity for incoming 6th graders to visit the 6th grade center, tour the building, visit classes and have their questions answered about 6th grade. During the 24-25 school year, they moved this opportunity from the summer to during the school day to ensure all students had an opportunity to attend. Pre-K Bridge Camp happens right before school starts. This is an opportunity for incoming Pre-K students to meet their teacher and spend a few days in their classroom getting accustomed to what their new school is like.

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

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

How assessment results are used to improve instruction:

-Identify needed remediation/acceleration

-Identify learning patterns

-Identify mastered skills

-Identify learning gaps

-Modify teaching

-Modify learning objectives

-Determine response to intervention

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

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

#5 Our school follows a Response to Intervention process for all students to identifying and supporting students on various levels both academically and behaviorally. Once per month, grade level teams meet with the principal, assistant principal, speech pathologist, certified school psychologist, school counselor, special education teacher and other specialists that work with the grade level of students to identify students that are working below grade level. For students struggling with general education instruction, they may be placed in small group instruction of no more than 5-7 students (Tier III Universal) and participate in more intensive interventions. Specialists and general education teachers are responsible for progress monitoring weekly. At the monthly Child Study Team meetings (CST), data from progress monitoring is graphed and the team decides if there needs to be a change in evidence based interventions, more support is needed (Tier III Skilled Intervention), or if the student is meeting grade level expectations.

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

#6 Extended learning opportunities are offered throughout the week. We offer a variety of activities including Girl Scouts, STEM classes, running club, cooking club, sports club, reader's theatre, choir, dance, taekwondo, tutoring, etc. Over 50% of our students attend the extended learning opportunities at least 1 day a week. After-school tutoring, as well as in school tutoring may be provided for students working below benchmark. A combination of RSA (367) funding, Title 1 (511), Comprehensive School Improvement (CSI) and grant funding have been used to pay teachers and Paraprofessionals (under the direct supervision of a certified teacher) to teach our after school programs, as well as our tutoring services. Our community partner, QuickTrip Corporation, will work with students during the day in our Math Mentor Program. Students will meet with a mentor from QuickTrip Corporation for 30 minutes each week to focus on reading or math skills identified specifically by their teacher. Reading Partners will begin their second year working with students in multiple grades on reading interventions. We will continue to offer in school Title I (511), RSA (367), CSI and grant funded tutoring during the 2025-2026 school year if funds and tutors are available. During the summer break, we offer Title I (511), RSA (367) Summer School, if funds are available,

book checkout times, lending libraries at our apartment complexes, camps and community engagement events throughout June and July. We track attendance for all extended learning opportunities and make action steps, coordinating with the family, to improve attendance.

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

Based on the professional development needs survey given to staff at the end of the school year, teachers are identifying the most need in the area of training in the alignment of instructional pieces, or teacher clarity. Other areas include student engagement, differentiated instruction, culture, classroom management and Hope and social/emotional learning supports. Creating an welcoming environment that is both physically and emotionally safe is critical for student success. Teachers are eager to have the resources and tools to help their students regulate emotions and control behaviors. This in turn allows for less distraction and more instructional time. Based on student growth and achievement, a critical area of focus this year will be intervention. We will focus on the fidelity of our embedded Professional Learning Time and use data to drive our Tiered levels of learning. Our focus on essential standards, implementation of Power Half Hour for Tier II instruction and intentional placement and monitoring of Tier III Universal Skills, will be our priority this year.

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

#8 Teacher Recruitment:

Retention of Qualified Teachers:

In order to retain teachers, our school uses many clear and diverse strategies:

1. District and school professional development professional days, paid off contract time and access to an Instructional Coach (Title I funded)

2. District organization of curriculum alignment and pacing

3. Mentor team to provide mentorship during first year

4. District provided and school supplemented new teacher training

5. Additional observations and feedback conferences for all probationary teachers. Rosa Parks Elementary has a collaborative relationship with the universities that train new teachers. We work very closely with the universities and hosts many full time and part time interns throughout the school year. We take this opportunity to make sure the interns receive the best experiences with the most highly effective teachers on our staff. They participate in all of our professional development. The Instructional Coach (Title I funded) works one on one with the new teachers during their first few years of working at our school. The new teachers are also mentored by a highly effective teacher during their first year through the resident teacher mentorship program. The mentors have been trained to facilitate a coaching model. Every teacher completes a professional learning focus, reviewed 3 times throughout the year and new teachers attend 5 days of mandatory new teacher training prior to school starting. New teacher cohorts are part of the first year of teaching. All teachers collaborate on virtual, professional development days for 1-2 hours, as well as our built-in collaboration days, to discuss student data, develop formative assessments and discuss ways to make sure student's needs are being met. All teams meet to design lesson plans together. Master teachers lead the lesson planning and gradually release more responsibility to new teachers over time.

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

All instructional staff, administrators, and paraprofessionals (under the direct supervision of a certified staff member) at Rosa Parks Elementary are state certified in their academic area. 62% of staff has over 5 years of experience and 31% have over 10 years. In addition, 15 of our staff members are English as a Second Language certified and 6 are dual language speakers in both English and Spanish. 1 is bilingual in other languages. Our building typically has a low turnover rate, and moving into the 25-26 school year, we employed 6 new staff for a turn over rate of 14%. We employed only 3 new support staff.

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 1 (511)

$477,000 Instructional Coach, Parent Liaison, EL Specialist, Academic Specialist (Language Arts or Math), Paraprofessionals to support Math and Reading, Tutoring, Extended Day Learning, Summer School, Parental Involvement, Professional Development, Materials

RSA

$69,528.83 Paraprofessional to support Reading, Tutoring and small group instruction provided to students in reading K-3, Reading Partners

School Improvement

$63,092.82 Paraprofessionals to support Reading, Math, Behavior. Materials and services to support teacher through professional development.

Other State and local funds (2092, Vision 2020, Bond funds, Union Education Foundation, (USEF), PTA, crowdfunding)

$20,000.00 Bond – Used for subscriptions for parent communication, building and classroom materials, furniture, other misc. building needs

$124,536.31 USEF - Used for Out of School Time (OST), tutoring, materials for classroom instruction, misc. building items, materials for OST, professional development, etc

Other Fund used for tuition reimbursement, EL certification, after school programming, classroom materials, teacher materials and other items used to support identified priorities based upon our needs assessment.

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

Many funding sources are used to meet the needs of our students. Our Title I funds are used to provide 2-3 Language Arts Specialist, Title I Language Arts/Math Paraprofessionals (all under the direct supervision of certified teachers and if funds allow), and all utilized to provide directed instruction, intervention and remediation for our most at risk students. Title I funding is used to provide an instructional coach and an English learner specialist to support teachers with improving academic achievement and students in the area of language development. Our funds are also used to staff a full-time parent liaison who works with all families and students to coordinate after-school programs and extending learning opportunities. Title I funds are also used for tutoring during the day, after school, and during the summer to provide instruction and programming related to reading and math. Title I funds are used to purchase technology for student use to supplement the district reading and math curriculum, as well as purchase additional materials and software to be used for small group instruction and classroom use. Materials for parental involvement activities are also purchased using Title I funds. Other funds are also used to meet the needs of our students and families. Extended learning opportunities, such as Running Club, Debate, Dreamtraders, science based activities through Tulsa Children's Museum are provided through grant funds, school partnerships and monetary gifts. Site activity funds are used to enhance after-school programming when needed. Site bond funds are also used to provide classrooms resources, such as technology, equipment, materials, for instructional use by staff and students. Paraprofessionals, tutoring/small group instruction and summer school is provided with RSA funds for eligible students (367). This allows for small groups of students to receive targeted reading instruction in grades K-3. OSCRL (538) has provided professional development opportunities for teacher in the areas of data teams and purposeful play, a practice that has latest far beyond the grants duration. District bond dollars will allow for all students to be one to one with technology each school year. Johnson O'Malley (563) provides school supplies, cultural activities, summer school, and tutoring for our Native American students. Title IX (596) allows for a district liaison to provide services to meet the unique needs of our homeless students and families. Special education funding allows for us to provide early intervention for our youngest students by allowing us to have an early childhood education program in our building. Many of our teachers have been trained and received their EL certification through Vision 2025 (216). Our Union Education Foundation provides teacher grants for classroom materials or projects. Lastly, our Parent Teacher Association, faith based partners, and community partners provide our staff and students with additional resources and materials as needed through grants and donations.

#2 Once reform strategies are determined, an assessment of needs is completed to determine how to meet the goals for reform. Funding may be necessary to purchase materials, instructional manipulatives, technology, and/or software or web-based programming in order to provide necessary professional development for staff, appropriate interventions for learning, or engagement for parents. These needs are

determined through assessment data and research of evidence based practices. Additionally, funds for subs and/or stipends may be needed to provide teacher training aligned to the reform strategy. All funding streams are reviewed to determine the appropriate source for each need.

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

5. Evaluation and Plan Revision

☒ By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. 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.

#1 Long-term and short-term goals are regularly reviewed by all stakeholders and our Title I Leadership committee. Title I parent meetings are held three times a year and progress toward our school goals is shared with parents and families, and opportunities for feedback are provided. Student achievement data is reviewed monthly in our Child Study Team meetings, and each quarter, as well as through weekly collaboration and data team meetings. Upon review, the plan is revised to meet the academic and social/emotional needs of students, in addition to parental involvement. Title I leadership committee meetings are held regularly to monitor and adjust the implementation of the Title I Schoolwide Plan. We review progress toward site priorities and also revise the budget as necessary. At the end of each school

year, parent, teacher, and student surveys are distributed to gather school perception data and student achievement data is gathered and analyzed to make plan revisions for the following year.

#2 Multiple data sources are monitored throughout the year to identify student strengths and weaknesses. Star assessment data is reviewed at the beginning, middle and end of the year to determine growth rates as well as identify students in need of urgent intervention and specific skills to target in reading and math. In 3rd-5th grade, student CRT scores are tracked by the teacher to monitor progress toward mastering academic standards and state assessment data is utilized to identify trends and deficits in student learning in language arts, math and science. At the primary level, phonemic awareness and phonics data is tracked to evaluate student progress toward foundational reading skills. Teachers review data from common formative assessments at our weekly embedded professional learning time and determine Tier II instructional strategies. Student attendance data and discipline data is also reviewed monthly and quarterly to identify trends, patterns, areas for early intervention or incentives. Each element of school data is broken into demographic groups to highlight discrepancies in student learning and progress. Discrepancies are addressed in the school wide plan as they arise. All student data is reviewed monthly at school Child Study Team meeting (MTSS) to determine student placement in Tiers of instruction as well as best strategies and practices to use in the classroom. Data team meetings are held to review formative assessment data, determine skill groups, plan for high yield instructional strategies to be used and then discuss student progress towards those standards. Perception data gathered throughout the school year and through surveys at the end of the year. This data is analyzed and areas of improvement are also addressed and the Schoolwide plan is revised as needed and new areas are prioritized for the current year or flagged for the upcoming school year.

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