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.

8/18/25

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

District Information	
District Name:	Union Public Schools
District Number:	I009
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:	Ellen Ochoa Elementary School
School Site Code:	180
Principal Name:	Shana Harris
Email Address:	Harris.shana@unionps.org
*School Poverty Rate:	96.16%

*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. Ellen Ochoa Elementary strongly encourages families to be active partners within our school and community.

ELLEN OCHOA SITE LEADERSHIP TEAM
Shana Harris, Principal
John Watkins, Assistant Principal
Allistir Blankenship, Assistant Principal
Luisa Rojas, Parent Liaison
Ashley Bates, Instructional Coach
Kristyne Salley, Instructional Coach
Lisa Arthur, Pre-K Teacher
Regan Davis, Kindergarten Teacher
Jessica Sharp 1st Grade Teacher
Melissa Yates, 2nd Grade Teacher
Molly Juarez, 3rd Grade Teacher
Alexis Williams, 4th Grade Teacher
Danielle Tolomeo, 5th Grade Teacher
Ashely "Kirby" Mackenzie, Media Specialist
Mona Kelley- Special Education

Angela Eakes- EL Coach

Ellen Ochoa Elementary, with the support of the district, has designated Title I funding to staff 1 Parent Liaison. 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 Parent Liaison position is focused on removing barriers for families that may impact the level of a student's success. The liaisons are also responsible for securing and coordinating in school and out of school programs that support and engage students and families in the school learning community.

Ellen Ochoa Elementary has a Community Site Leadership Team , Title I Leadership Team, and a Guiding Coalition. Both teams are comprised of community partners, parents, and staff. The goal of both teams is to gain input from all stakeholders to make crucial decisions to grow and improve student learning and engagement. Ellen Ochoa has a Title 1 team that is comprised of administration, teachers, parents, stakeholders. We advertise, hold site meetings 5 times per year to prepare, work on, and analyze the annual review. Ellen Ochoa's Title I Comprehensive Plan is reviewed and revised throughout the year during Title I Leadership Team meetings. The Parent Involvement Policy and Family Compact is revisited yearly at a Title 1 Leadership meeting. The documents are reviewed, and edits and revisions are made during this time for the upcoming school year. The Community Site Leadership Team focuses on resourcing a variety of identified needs to support students and families. A parental involvement policy and parent/school compact have been created and are distributed annually in our school welcome packet. These documents outline the responsibilities of the parent, student and school. Families are strongly encouraged to be an active part of their child's education.

Family surveys are conducted throughout the year to determine needs and attitudes of families. Strategies are developed with the leadership teams to address the results of surveys. Surveys that are conducted include surveys conducted in partnership with University of Oklahoma and with 21st Century Grant.

Family engagement opportunities are provided throughout the year and at various times to meet schedules of all families. Family engagement is viewed in a variety of ways from coming up and eating lunch with their child to reading at home. Families are informed of their child's progress through goal-setting conferences, PTA recruiting/meeting/events, progress reports/report cards, and events that are curriculum-based for families to participate in their child's educational process. Communication with families takes place on a regular basis with Thursday folders, emails, TalkingPoints, SMORE, and every room has a phone for quick access for communication. Written communication is provided in English and Spanish, and interpreters are provided at all family events. Additionally, Language Line, a language-access program is available to provide on-demand interpretation to families in their preferred language as needed.

VISION
Ellen Ochoa is an inclusive community that cultivates and celebrates social, emotional, and academic growth. We seek to empower each other to discover our unique gifts and talents to positively impact our community and world.

MISSION
The Ellen Ochoa Community will

- Value and build authentic relationships with all stakeholders
- Embrace and celebrate differences and strengths
- Recognize and nurture students' voice, talents, and skills
- Model, teach and celebrate social, emotional, and academic skills and behaviors
- Provide student access to opportunities to serve the community and world
- Infuse Hope into our daily working by creating and monitoring academic and personal goals

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.

Comprehensive Needs Assessment Summary

School Strengths:

Academic Growth

-Staff emotional readiness

-Family involvement and support

-School climate

-Staff satisfaction

Student Focus Areas/Goals:

-Increase percentage of students reaching basic and proficient or having adequate yearly growth by 5%

Metric- Renaissance STAR Reading and Early Literacy Assessment, IRL

-Increase percentage of students reaching basic and proficient or having adequately yearly growth in math by 5%

Metric- Renaissance STAR Math Assessment (1st-5th Grade only)

-Increase the percentage of EL students meeting EL Growth Target BY 5%

Metric- Access Test

Looking at the Reading and Math Growth for 24-25 school year, all grades will continue to focus on reading and math growth for the 25-26 school year. We will aim for each grade level to meet/exceed average scaled score growth according to STAR in Reading and Math to continue closing academic gaps.
Behavior and academic growth data is shared with the staff monthly during faculty meetings. Data is shared with each grade level/team at least one time per month in CST meetings.
Students who have an IEP will increase their growth rate according to STAR Reading/Math and OSTP testing.

Staff Focus Areas/Goals:
Our main site goal is for 100% of students to perform on grade level in all subjects.
Ongoing and embedded professional development to support Social Emotional Learning and academic success of students. We will provide professional development in extra support learning programs such as Letrs Training, SIPPS, Orton Gillingham, Professional Learning Teams, Professional Learning Collaboration, and any other evidence based practiced deemed necessary for students to grow academically in all subject areas.
Ongoing and embedded PD supporting literacy, phonics, math, writing, and the PLC process will be delivered through the work of our Instructional Coaches and outsourced PD vendors.

This work can include:
-Building understanding of strategies and students' authentic opportunities to process math and literacy content.
-Using formative assessments and feedback to increase intellective capacity.
-Creating an environment that is intellectually and socially safe for learning and resolving conflicts using restorative justice practices.
-Providing support for students to cultivate a positive mindset and sense of self-efficacy.
-Broadening staff's interpretation of culturally and linguistically diverse students' learning behaviors.
-Student ownership in learning.
-Instilling hope in students through setting, tracking, and celebrating goals.
Provide tutoring support to students throughout the school day and after school.

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.

Evidence Based Strategies:

Our primary reading resource in grades PK-2 is Superkids and grades 3-5 is Scholastic. Superkids and Scholastic are an evidence-based program that emphasizes the concept of spiraling. Spiraling allows a skill to be introduced and practiced for quite some time before being expected to be mastered. Students encounter a skill in several different ways before mastery is assessed. The spiraling approach allows students to continually develop their knowledge of concepts/skills in different ways and at different levels.

A continued focus for the 25-26 school year will be English Language Development Standards. The purpose is to help Ochoa teachers serve students who are English Learners and various demographics better. Grade level teams will be using common formative assessments to guide instruction in order to increase students' listening, speaking, reading and writing skills. Teachers will work with the English Language Instructional Coach to incorporate WIDA standards into lessons. Teachers will work on scaffolding strategies to increase vocabulary and make the curriculum accessible to every student. Teachers may need time to work on formative assessments, listening, speaking, reading, writing, math skills, and other content areas. Substitute teachers will be used to allow teacher time to do the work.

Our math curriculum, My Math (K-2) and Big Ideas (3-5) is an evidence-based program that emphasizes real-world problem solving. We continue to strive to provide hands-on experiences throughout the learning process of mathematics by offering math manipulative tools to help the curriculum become concrete to students. Teachers will use math manipulatives and math interactive read a louds to help students with the district math focus of problem solving, concrete, representational, abstract. Concrete Representational Abstract (CRA) is a three-step instructional approach that has been found to be highly effective in teaching math concepts. The first step is called the concrete stage. It is known as the “doing” stage and involves physically manipulating objects to solve a math problem. Our instructional coach works diligently with grade level groups to accomplish that through planning days (511) and individual curriculum coaching. This is provided through 511 resources.

We will work toward goals by continuing work with data teams to identify students who need extended instruction or are not making progress. Administration and staff will stay up to date with evidence-based practices. Teachers will work to implement instructional strategies learned from coaching cycles with the EL Coaching Lead, the Instructional Coaches and the Guiding Coalition. The resources already available to fulfill these goals are early intervention, goal setting and data tracking systems, Instructional Coaches (511 salary), EL Coaching Lead (511), Language Arts Specialists (511), Reading Specialist (511), paras (511) coaching cycles (511 sub days and stipends), collaboration time built in every other week, after-school programs (511), tutoring under the direct supervision of a certified teacher (511) and visibility and availability of administration.

We will host fall and spring Goal Setting conferences and celebrations, which will provide opportunities for families and school faculty to sit down, and plan action steps needed to reach individualized attendance, reading, math and personal goals. The parent liaisons will continue to strengthen family and student engagement after school and during school as well as remove identified barriers for families.

To support information processing and learning partnerships, focus areas have been identified. The site based Instructional Coaches will continue intentionally embedded PD in mathematics, literacy, and SEL to provide new teacher support. This work includes enhancing teacher expertise in evidence-based strategies, questions, activities and assessments that engage students and align with the grade level standards. The coaches and the teachers will collaborate in a variety of ways including planning, modeling, guided co-teaching, debriefing and reflecting on data and student outcomes. In this process, the students are provided with clear learning targets and success criteria

helping them understand exactly what they need to do. Instructional coaches are part of our Guiding Coalition. The Guiding Coalition will use opportunities throughout the year to help with the focus on our reading and math goals, review data, plan action steps, and attend PD. Focusing on awareness, we will implement EL strategies to help our English Learners access the curriculum as part of our District Plan, Structured English Immersion. Our weekly data team meetings are focused specifically on students who are not making adequate progress. The team will collaborate to identify evidence-based strategies to impact individual growth.

Evidence based interventions are provided by the classroom teacher, Language Arts teacher (511), Reading Specialist (511), Language Arts Paras (511), Math Paras (511), the reading specialist or special education teacher. Through awareness, we will grow our understanding of cultural and linguistically diverse students' learning needs and address those needs using evidence-based strategies.

Title funding will support small group instruction through the purchase of materials such as an online leveled book subscription, additional low level/ high interest texts, supportive software purchases in reading/math/language development, math manipulatives, phonics instruction, fluency instruction, comprehension instruction, technology to support instruction (Smart tv's, laptops, ipads, headphones). Funds will also be used to provide ongoing and embedded professional development supporting math and literacy as well as Social Emotional Learning. Funds will be used as part of Social Emotional Learning to provide professional development and site needs for being Trauma Informed and and understand the Science of Hope. Our Guiding Coalition will attend professional development on the PLC process and Professional Learning Teams.

Ochoa partners with FCS and A New Way, a local mental health service provider. As students are identified as needing this support, a weekly counseling schedule is created. Most students are seen by this counselor twice a week. Family sessions are also scheduled. In addition to our learning of trauma in the classroom with Barbara Sorrells, we will continue to learn through her materials (511). According to our needs assessment, teachers felt they needed to have more tools to help with trauma and behavior. Our leadership team will review Dr. Becky Bailey's evidence-based work through her book, Conscious Discipline. Ochoa will continue social emotional learning and trauma informed practices through the science of hope. Teachers will be doing a book study on Hope Rising by Casey Gwinn and Chan Hellman. Teachers will have HOPE centered materials designed by the district for purchase to use in classrooms. This coincides with site and district initiatives of changing mindsets, having hope, and creating pathways.

Extended Learning Time:

After-school tutoring may be provided for students working below benchmark (511). A combination of SRA funding, 21st Century Grant, and Title 1 (511) will be used to pay teachers and support staff.
Students' attendance will be tracked weekly. Action steps will be taken (coordinating with the family) to improve poor attendance.

Assessments:

The STAR test is given in Math and Reading at a minimum of 3 times a year as well as District assessments for grades 3-5. This data, along with classroom common formative assessments, Letrs phonic progression, Imagine Learning, etc are reviewed at data meetings to identify which students are still struggling with specific concepts. Students are identified and an action plan is made to address specific gaps within small group instruction. The Response to Intervention process is implemented for all students. Tier 1 instruction includes all grade level instruction and assessments provided to all students. Students who are below benchmark receive an additional layer of instruction (Tier 2) in a small group with the classroom teacher or a reading specialist. Students who have not made adequate progress with Tier 2 interventions are discussed with an intervention team. Teachers

bring their CFA data, STAR results, attendance data, observations, ACCESS scores and any other assessments/pertinent information to the meeting. The team reviews the data and determines appropriate instructional next steps for the student. The team may also determine whether further diagnostic testing is necessary. The nationally normed Aims Web assessment tool may be used to identify specific instructional gaps and to qualify a student for Tier 3 intervention and weekly progress monitoring.

Technology:
Teachers and students use iPads, laptops, Smart Tv's, and headphones to enhance learning and engagement in the classroom. Applications such as Scholastic, Imagine Learning and other tools and online platforms are used for engagement and individualization for students. Technology accessories will be purchased to support individualization of learning. Instruction is interactive and hands on with these tools.

Teacher Inclusion in Data Decisions:
High quality, in-depth, and continuous teacher and staff professional development focus on staff planning and study groups. Teacher Clarity is the foundation of the work in PLCs each week. The following is an outline of the process used each week to bring clarity to student learning.

What is teacher clarity?

- When teachers are clear in the expectations and instruction, students learn more
- Four dimensions of teacher clarity
  - Organization
  - Explanation
  - Examples and guided practice
  - Assessment of student learning
- Learning intentions and success criteria contribute to teacher clarity

Step 1: Identify concepts & skills

- Take apart standards
  - Concepts (nouns)
  - Skills (verbs)

Step 2: Create learning progression

- Align concepts & skills in a logical sequence
- Address prior knowledge needed (skills/concepts not named in the standard, but necessary for mastery)

Step 3: Elaborate learning intentions

- Focusing on content, determine what students will learn each day

Step 4: Craft criteria for success

- Derived from learning intentions, determine how students will know they're successful
- Can be crafted using "I can" statements

Step 5: Add language expectations to learning intentions

- Think about learning intention and success criteria: what language will students need to learn the content?
  - Vocabulary: content-specific words
  - Structure: grammar or syntax
  - Function: justify, persuade, inform, etc.

Step 6: Determine relevance of learning

- Give student insight into their learning by ensuring they can answer these questions:
  - What am I learning today?
  - Why am I learning this?
  - How will I know that I learned it?
- Create relevance by connecting learning to:
  - Life outside the classroom
  - Personal connections
  - Community considerations

Step 7: Design formative assessment opportunities

- How will you know if students have learned the daily intention?
- Match the assessment format to the day's learning intention
  - Oral: questions, turn and talk, etc.
  - Non-verbal: thumbs up/down, number scale, etc.
  - Writing: exit tickets, prompts, etc.
- Provide opportunities for self-assessment

Step 8: Create meaningful learning experiences

- How will students access the content?
- Gradual Release of Responsibility access points:
  - Focused instruction
  - Guided instruction
  - Collaborative learning
  - Independent learning

Step 9: Design summative assessments that allow students to demonstrate mastery

- Did students accomplish the learning that was expected?
- Learning progression guides design of summative assessments
- Provides grades and feedback to students: tests, multiple-choice, constructed response, essay, performance, project, etc.
- Provides feedback for teacher to reflect on teaching

Ellen Ochoa data teams meet weekly for collaboration as well as scheduled extended collaboration times.

Student Interventions:

Listed below are specific student evidence based academic interventions:

1. Student Data Gathering- All students' STAR, embedded literacy and math CFAs, Independent Reading Level and District benchmark assessments will be charted and monitored for progress. Data is discussed during data meetings and at Child Study meetings to incorporate differentiated instruction and intervention for all students.
2. Response to Intervention

- Teacher/Parent referral for Tier 3 brought to Child Study Team (CST). Tier 3 data collection will be reviewed at 4 data point intervals to monitor for intervention change or lack of adequate growth.
- Student enters Tier 3 skills. Receives daily intervention session in small groups of 1-3 students. Weekly progress monitoring with Aims Web assessment tool.
- Data is reviewed by Child Study Team at 4th and 8th-10th data point.
- Team recommends action based on data.
    i. Student making progress- continue with Tier 3 interventions. Student not making substantial progress, complete REDS.

3. Scheduling- Daily schedule structured to minimize non-instructional activities and daily distractions.
4. Students who have not completed assignments are provided time during or after school in First Things First Club to successfully complete. Parent notification is required. First Things First is funded through 511 and instruction in reading and math is provided by a certified teacher.
5. Learning Celebrations- Ellen Ochoa will sponsor learning celebrations for families. Learning celebrations are a time to celebrate individual student learning and provide strategies for families on how to provide support at home to continue academic growth. 511 funding is used to pay teacher stipends for celebrations.
6. Summer Programming- is provided for K-4th grade students and funded through 511, 515, and RSA funds. Our goal is to bridge students' literacy and math gaps.
7. Systematic Behavior Plan Process (Behavior CST)
   -Tiered Approach: Tier 1 Teacher determined classroom management plan, Tier 2- individualized behavior plan developed and implemented by classroom teacher, Tier 3- behavior plan developed and implemented by UBEST leadership team.
   -PBIS approach to support students with highest behavior needs.
   -Data tracking, review meetings, intervention adjustments based on data.
   -Classroom behavior supports provided by administrative team and fulltime Behavior Coaches.
8. A support para (511) is hired to provide Tier 2 and Tier 3 interventions to students that are working below benchmark during the school day.
9. School-Based Therapy, Partnership with Family and Children's Services and A New Way- four full time and one part time school-based therapists support the most at-risk students during the school day, providing individualized therapy for identified students and families. Therapists are added as the need for supports increases.
10. All students have the opportunity to lead in classroom and school wide leadership roles.
11. Safety Patrol- Identified group of student leaders arrive before school and stay after school to assist staff with safe arrival & dismissal of school.
12. Vision, Hearing & Dental Screenings- All students are screened during the 1st semester to identify any student needs. Parents are provided with information and resources for students needing corrective action. Families have access to sealants through our Community Health Partnership.
13. Certified Language Arts Specialists, Reading Specialists, Math/Literacy Specialist and paras under the direct supervision of a certified teacher, provide math and reading interventions during the school day and after school. Teachers are paid through 511. STAR Math and Reading assessments, as well as CFA's, and district

assessments are used to determine students who are working below benchmark. Specialists may push into the classroom or pull students out of classroom and partner with teachers for reading and math instruction.

Professional Development:

The focus of our professional development plan this year will be ongoing and embedded PD supporting Social Emotional Learning, Support in Reading, Phonics, Math, and Professional Learning Teams/Professional Learning Commmunity and Teacher Clarity.
-Provide students authentic opportunities to process math, reading content, and English Language Development.
-Use formative assessments and feedback to increase intellective capacity.
-Create an environment that is intellectually and socially safe for learning and resolving conflicts using restorative justice practices.
Growing social emotional learning strategies for students and staff.
-Providing support for students to cultivate a positive/growth mindset and sense of self-efficacy.
-Broadening staffs' interpretation of culturally and linguistically diverse students' learning behaviors.
- Students who are working on an IEP and not making adequate process will be using evidence-based curriculum and/or practices. Their case manager will track their growth and adjust as necessary.

These are the activities that will take place for grade level teachers and specialists during the 2025-2026 SY.

1. Coaching Cycles specifically designed for individual teacher and students' needs in regards to reading, writing, phonics, math and acquiring English proficiency.
2. Fall will consist of coaching in the areas of classroom management, social emotional learning, building classroom community, student engagement, setting routines, formative assessment, goal-setting, creating action plans for specifics students' literacy growth or mathematic development, as well as using the ACCESS score to group EL students by domain and need. Teachers will have sub days provided, allowing the instructional coach and teacher to meet and plan personalized instructional goals.
3. Spring will consist of individualized coaching cycles that respond to specific teacher needs; math and reading concept development (unit design), intentional interactive read aloud, student engagement, social emotional learning, EL strategies, integration of foundational skills, classroom management, building classroom community/ social- emotional work, goal setting, etc.
4. Book studies addressing areas in the evidence based Social Emotional Learning and increasing reading/math proficiency may be purchased to support individual teacher growth.
5. All grade levels will meet weekly to plan for their grade level using State Standards and formative assessments to differentiate.
6. Teacher leaders and administrators may also travel in and out of state to attend a professional conference that addresses our areas of focus.

Teacher Retention:

Union Public Schools recruits highly qualified staff through partnerships with universities including Oklahoma State University, University of Tulsa, University of Oklahoma, and Northeastern State University. Administrators and principals attend job fairs and conduct interviews Feb.-May. Human Resources posts job openings as soon as they are available on the Union website. Once teachers are hired, they work closely with each school's instructional coach to learn about and develop content knowledge in Union's curriculum and educational philosophy. Lead teachers help mentor new teachers throughout the year and specific professional development is offered to support new teachers in the profession as well as new teachers to Union Public Schools. Union also offers Higher Ed reimbursement for those staff members desiring to further their education. Union Public Schools has negotiated a retention stipend for returning teachers for the last twenty years.

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.

Coordination of Funds:
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.

The funds below provide the following activities/services:

Title 1 (511)
Our Title 1 funds are used to provide full time academic specialists, para-professionals and Instructional Coaches to help students and staff with strategies to improve academic achievement. Our funds are also used to staff a Parent Liaison who works with all families and students to coordinate after-school and in school programs as well as help families break down barriers that may prohibit their child from reaching his/her full potential. Title funds are also used for tutoring and after school programming involving reading and math instruction, as well as summer programming designed to fill learning gaps for students.

The skills to be taught within the group are determined through ongoing formative assessments such as Literacy First, running records, Orton Gillingham phonics, LETRs training etc. 511 funding will also be used to purchase professional development and expenses, technology supports, reading materials and instructional manipulatives. 511 funding will support teacher training using subs, stipends and coaching cycles.

Additionally, Title I funding will be used to engage families in activities, such as; conferences, literacy nights, meeting, celebrations and opportunities to support students in math and literacy.

Title II-A (541)
Districtwide Curriculum Specialists support district curriculum and frameworks as well as coordinate and design district wide professional development.

Title III-A (572)
Site ELD certified teacher, bilingual materials, interpreters and translation of materials, district wide professional development to provide evidence-based practices that will increase EL student achievement.

Title X-Homeless (596)
Homeless Liaison services, transportation, supplies/materials to remove all barriers.

IDEA Flow-through (621)
Special Education student services include teachers.

IDEA Early Intervention (623)

Behavior Tech

Reform Strategies:

The following is a list of evidence-based programs, supplemental programs, alternative programs, special services programs, and extracurricular programs currently being implemented.
Math: Eureka math and is utilized in grade levels K-3 and Big Ideas Math is utilized in grade levels 4-5. The Title 1 Instructional Coaches will also work in collaboration with each grade level to plan and implement math units designed around essential standards and concept development.
Phonics and Spelling: SuperKids (K-2) and Scholastic (3-5)
Reading: Balanced literacy with Oklahoma State Standards, as well as SuperKids and Scholastic.
Science: TWIG Science, Project Lead the Way utilized in all grade levels.
Social Studies: Saavas, Social Studies Weekly and Oklahoma State Standards
Language Arts and Writing: Writers' Workshop model using SuperKids, Scholastic and Oklahoma State Standards.
Reading: RSA tutoring, Tier 2 and Tier 3 small group interventions. Reading Strategy, Phonics interventions, SIPPS for Tier 1, Tier 2, Tier 3 Universal and students on an IEP.
Computer Programs: Math Facts In a Flash, Destiny, One Drive, Microsoft Office Suite Applications, Imagine Learning, Exact Path, Reading A to Z, , Zoom.
Alternative Programs as used by the Counselor: Steps to Respect, Second Step, Same and Different Series 2nd, Kids on the Block Puppets, Cyber Bullying, Science of Hope.
School Wide Programs: Science of Hope by Chen Hellman

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 Title I Site Leadership Team meets five times a year to review academic, attendance and behavior data, survey data and feedback from family events. This data is used to determine the progress of the Title I Comprehensive Plan and make any revisions needed. The Title I Site Leadership Team uses the last meeting as a time for reflection to identify strengths and areas of growth. This time is also used to collaborate and set goals and strategies for the next school year based on data and survey information.

Teachers, administration and specialists analyze multiple forms of data throughout the year to determine effectiveness of instruction. Teachers work collaboratively each week to analyze grade level data and four times a year, teachers and staff meet to discuss academic progress of students and strategy effectiveness. Teachers use a variety of data, including but not limited to the STAR, OSTP, district created assessments, adopted program assessments, WIDA scores, Running Record Reading assessments, and ongoing teacher created assessments.

The Ochoa Leadership Team has developed multiple strategies to gather feedback from stakeholders and assess the needs of the community. The annual family survey is distributed at the end of the school year. Data is collected and entered onto an Excel spreadsheet. 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.

A digital data wall is created for each grade level. With this tool, adequate progress is tracked in the areas of reading and math. Data meetings are scheduled with the Title 1 Instructional Coach, Principal, Reading Teachers and Classroom Teachers each quarter. If a student is not making adequate progress, the team develops an action plan targeted for the students' individual needs. The digital data wall tracks STAR reading and math, Reading level, IEP status, Tier status, ACCESS level and EL status.

