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

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

| |
|---|
| 2025-2026 |

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

| |
|---|
| July 24, 2025 |

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

| District Information | |
|---|---|
| District Name: | Union Public Schools |
| District Number: | I 009 |
| County Name: | Tulsa |
| County Number: | 72 |
| Superintendent Name: | 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: | McAuliffe Elementary |
| School Site Code: | 135 |
| Principal Name: | Jennifer McKnight |
| Email Address: | Mcknight.jennifer@unionps.org |
| *School Poverty Rate: | 95.78% |

*Required for the school to report. Please consult with Federal Programs personnel regarding the rate reported in the Consolidated Application (Grants Management System) and certified by Dr. Hartzler.

**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.**

McAuliffe Elementary's Mission Statement:

At McAuliffe Elementary our mission is to unite families, school staff, and the community to assist students in their pursuit of becoming life-long learners and leaders.

We will hold students accountable to high expectations while meeting individual academic needs.

· We will inspire students to discover and pursue their individual talents.

· We will encourage students to set and achieve goals.

· We will instill in students the value of giving back by providing opportunities to serve others.

***Vision***

McAuliffe is a place where:

Leaders are

Empowered to

Achieve academic excellence

Dream without boundaries

Embrace their community and

Reach their destiny

***Motto***

*Be a Leader!*

McAuliffe Elementary is a Community School in the Union Public Schools District. In conjunction with the Union District Strategic Plan, The McAuliffe community works collaboratively to develop and provide a high-quality education for our students. The site leadership meets monthly to review academic data, attendance data, school budgets and plan family events. The site leadership team involves staff, parents and members of the community in the decision-making process.

The school site leadership team reviews the survey results and celebrates strengths and determines what areas to focus on for the upcoming year for our school wide plan and goals while keeping in mind our school mission.

McAuliffe Elementary Site Leadership

Jennifer McKnight – McAuliffe Principal

Ashley Hamilton– McAuliffe Assistant Principal

Daisy Pokhrel-Duran – Parent Liaison

Pilar Rodriguez – PTA member/President and parent

Maria Martinez – PTA member/secretary and parent

Erika Heriques Olivieri – PTA / Vice President and parent

Mireya Charez – PTA Treasurer

Greg Jones – Pre K Teacher

Amanda Shine – Kindergarten Teacher

Erin Wood – First Grade Teacher and Parent

Ashley Farah – Second Grade Teacher

Karen Martin – Third Grade Teacher

Toni Peterson – Fourth Grade Teacher

Steve Martin – Fifth Grade Teacher

Becca Bearden – Instructional Coach

Carissa Ketchum Gray – Reading Specialist/ PTA Member / Parent

Jennifer Ragland – EL Specialist

Carly O'Dell – Media Specialist

Tina Roach - Department Lead

Joann McCaslin – Special Services Lead

Hayley Whorton – STEM Coordinator

Strong partnership between the school and home are essential to a quality educational program. McAuliffe 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. McAuliffe Elementary utilizes a parent liaison that is bilingual to ensure that our Spanish speaking families are represented. Parents on our site leadership team represent a wide range of our student population.

The parent involvement policy is developed during the Site Leadership team meeting and is reviewed each year with opportunities to edit at our parent Title 1 meeting in August. At this time the committee reviews the mission statement to ensure that our beliefs are the foundation for the policies being developed. Additionally, to further nurture and extend the connection between home and school, we have designated Title 1 funding to staff a full-time Parent Liaison. Our Parent Liaison, Daisy Pokhrel-Duran, 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.

All documents provided by the school are available in Spanish, the majority second language of our community. Spanish interpretation services are also provided at all family events including Meet the Teacher, Curriculum Nights, Goal Setting Conferences, Family Literacy Night and Summer Slam.

Additionally, Language Line, a language-access program, is available to provide on-demand interpretation to families in their preferred language as needed. School newsletters are sent via SMORES which has the capacity of translating the information in 30+ languages. The district also provides translation of our district website into 11 languages. Finally, the district utilizes Talking Points a texting APP that translates to the family's home language.

The McAuliffe Parent Liaison works in partnership with the PTA to intentionally recruit parental involvement from our diverse community. Quarterly parent meetings are organized and held in the library. 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. These strategies include feedback surveys after events, resource surveys, district surveys and an annual Measurable Results Assessment that gathers feedback on leadership, academics and culture, and district surveys.

An annual family survey is distributed at the end of the school year. This survey is a part of our Leader in Me program and solicits information from students, staff and parents in the areas of leadership, academics and culture. The site 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 site 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.

McAuliffe Parent Involvement Policy

**Parent and Family Engagement:**

Strong partnership between the school and home are essential to a quality educational program. McAuliffe 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. The parent involvement policy is developed during the Title I Leadership Team meeting and is reviewed each year with opportunities to edit.

The goal of this policy is to ensure (a) parents play an integral and meaningful role in assisting their child's learning; (b) parents are encouraged to be actively involved in their child's education at school; and (c) parents are full partners in their child's education and are included in decision-making and on advisory committees to assist in the education of their child.

**The ideals of this policy will be fulfilled by**:

1. Title One Leadership Team consisting of school personnel, parents, and community members. The Title One Leadership Team will be responsible for writing and revising the School Improvement Plan as needed, or at a minimum of once a year.

2. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of McAuliffe Elementary. Provide the Title 1 Annual Review at the Title 1 Site based parent meeting in September.

3. Administer an annual culture survey to parents of all students at McAuliffe Elementary to reassess the current needs of the community and identify barriers to greater participation by parents, evaluate findings and design effective strategies to meet these needs.

4. Conduct a community "Back to School Bash" (a) providing space for community organizations to present information on resources providing support to the surrounding neighborhood (b) informing parents of the opportunities available to be involved (c) providing parents with Essential Skills & Strategies for Success and explanation of the academic assessments used to measure student progress and proficiency levels (d) sharing expectations of student behaviors and procedures (e) introducing staff to parents and guardians.

5. Parent-School Learning Compact signed in the fall by the student, parent, teacher, and principal will outline how each partner will share in the responsibility for improved student achievement.

6. Ensure information relating to school meetings, parent programs and associated activities is sent in a form and language parents can understand to the extent practicable.

7. Create a Parent Volunteer Roster supplied, updated, and maintained by the Community School Coordinator.

8. Inform parents/guardians on how they can assist their children's learning through e-mail, daily Talking Point Messages, goal-setting events (parent conference nights), school SMORES weekly newsletters, Thursday folders, social media, and telephone calls.

9. Encourage parental involvement at McAuliffe through Family Literacy Nights, Curriculum nights, quarterly parent meetings, Goal Setting Conferences, Super Kids Day, Fun Runs, Family Picnics, Monthly leadership assemblies and Summer Project Based Learning Programming.

10. Provide parents/guardians timely student assessment data from grade appropriate measures (a) Literacy 1st Benchmarks (b) District CRT Benchmarks, (c) STAR Reading (d) STAR Math (e) STAR Early Literacy and (f) classroom assessments.

11. Parents are notified regarding their students' progress every four weeks, or as necessary.

12. Recruit feedback from parents at conferences for involvement in advisory committee, designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs. Fall Conferences are set for September and Spring Conferences take place the end of February / beginning of March.

13. Provide access to staff and administrators for all parents and guardians. All teachers have email provided to the parent at Meet the Teacher, as well as a telephone with voicemail capability in each classroom. Parents can, at any time, request a conference with staff &/or administrators. All requests are granted as quickly as possible. All visitors must sign in and out at the front office for the safety of all children.

McAuliffe' policies regarding parental involvement match the requirements established by ESSA and prior legislative mandates orchestrated by Title I. An annual evaluation occurs during site plan revisions necessitated by our school

wide status regarding parent involvement policies. Amendments are made during the site plan review annually. The district committee reviews the Title I compact signed by parents, teachers and students to better reflect the expectations of each stakeholder in student achievement, home-school connections and barriers to family involvement.

Utilization of the Talking Points APP that enables parents and teachers to text in their native language. The school sends newsletters through Smores, which also translates into multiple languages. The School also communicates via the school Facebook page and Blackboard Connect.

All visitors must sign in and out at the front office for the safety of all children. McAuliffe' policies regarding parental involvement match the requirements established by ESSA and prior legislative mandates orchestrated by Title I. An annual evaluation occurs during site plan revisions necessitated by our school wide status regarding parent involvement policies. Amendments are made during the site plan review annually. The district committee reviews the Title I compact signed by parents, teachers and students to better reflect the expectations of each stakeholder in student achievement, home-school connections and barriers to family involvement.

McAuliffe reviews multiple sources of data with reading and math that includes OSTP testing reports, district CRT tests, surveys, growth reports, attendance, behavior, reading levels, STAR scores, phonics and phonemic awareness assessments, Common Formative Assessments created by educators. We utilize data on a regular basis to guide instruction. Students and families set goals twice a year and the assessments are used to set the goals as well as track and celebrate achievement of goals. Teachers give assessments throughout the year. Bi-Weekly data teams meet on Thursday to dig deeper with specific power standards for both math and reading and determine specific learning targets and success criteria.

The school utilizes sign in sheets at all school wide events and meetings to document participation in each event or meeting. All Title 1 information such as the Title 1 Plan, The Parent Compact, The Parents Right to Know and The Parent Involvement Policy is posted in both English and Spanish in the weekly Smores Newsletter for parents to access.

**Needs Assessment:**

The Site Leadership Team gathers quarterly to analyze academic achievement data, attendance data and review the budget. In August, the team gathers for the Annual Review. The team reviews the Title budget, progress made towards Schoolwide Goals, as well as problems or concerns. The Site Leadership Team also utilizes data from student, parent and teacher surveys given in the Spring to adjust the plan accordingly.

## 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.**

**Academic Data:**

Teachers meet once to twice weekly to analyze student data to guide daily instruction in whole group and small group instruction in reading and math. The data is collected through formative and summative assessments. Teachers share data and progress towards goals with students and families. Teachers work collaboratively with language arts specialists, EL teachers, instructional coach and SPED teachers to track student progress and plan for future lessons. The team discusses discrepancies within the data results, especially between STAR data and OSTP. District CRT's and Common Formative Assessments (CFA's)are also utilized to help teachers guide instructional planning during Friday PLC time. Teachers utilize common formative assessments results to discuss teaching strategies and to drive future instructional practices. EL strategies are a continued focus for teachers to utilize with their students.

<u>STAR Data:</u>

Students took the STAR Reading or STAR Early Literacy assessment, and STAR math assessment three times this school year during a normed testing window, once in the fall, once in the winter and the final one in the spring . In addition students were progressed monitored 2 additional times, once in the fall and once in the spring. See STAR data on comprehensive needs assessment.

<u>ELA and Math CRT Data</u>

The Union CRT is a criterion-based test. Students are assessed twice during the school year in grades three through five.

Questions measure proficiency on language arts and math standards. Growth in percentage of questions answered correctly shows growth in proficiency on the standards.

OSTP DATA

Final data from OSTP is still pending.

ACCESS test data

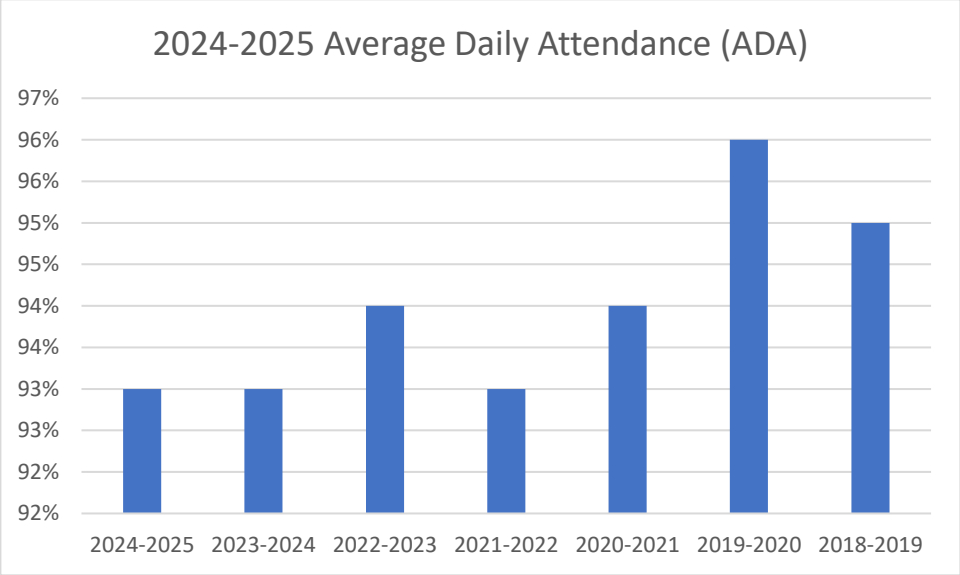
ACCESS stands for *"Assessing Comprehension and Communication in English State-to-State for English Language Learners."* It's a test that's given to students from kindergarten to grade 12, **to assess their progress in learning English.** The test is administered by the WIDA Consortium, and it meets the government's requirements for Every Student Succeeds Act (ESSA). This act sets forth standards for monitoring a student's journey towards English proficiency.

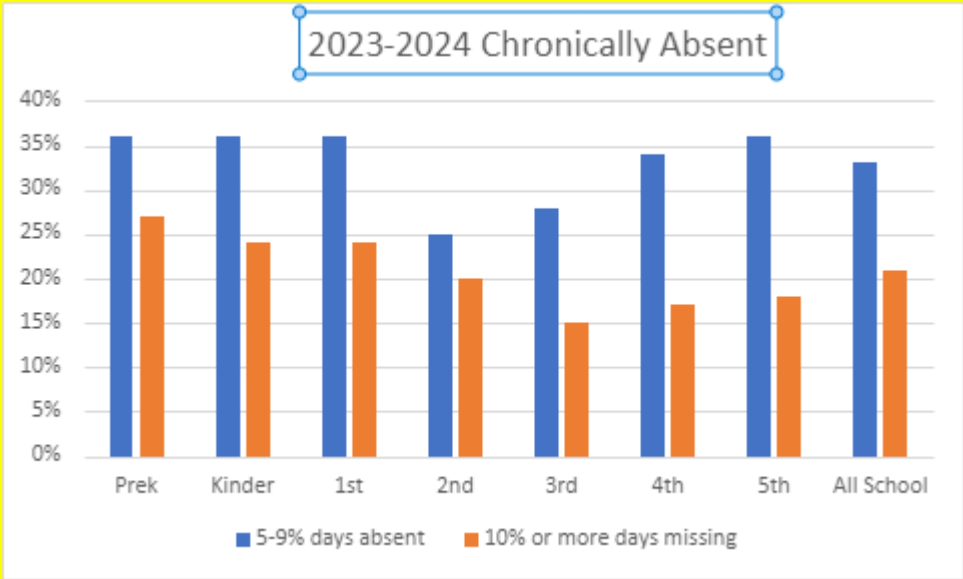
Teachers strive for students to achieve a minimum of 0.5 growth with the overall composite scores. The end goal is to have students achieve Fluent English Proficiency.

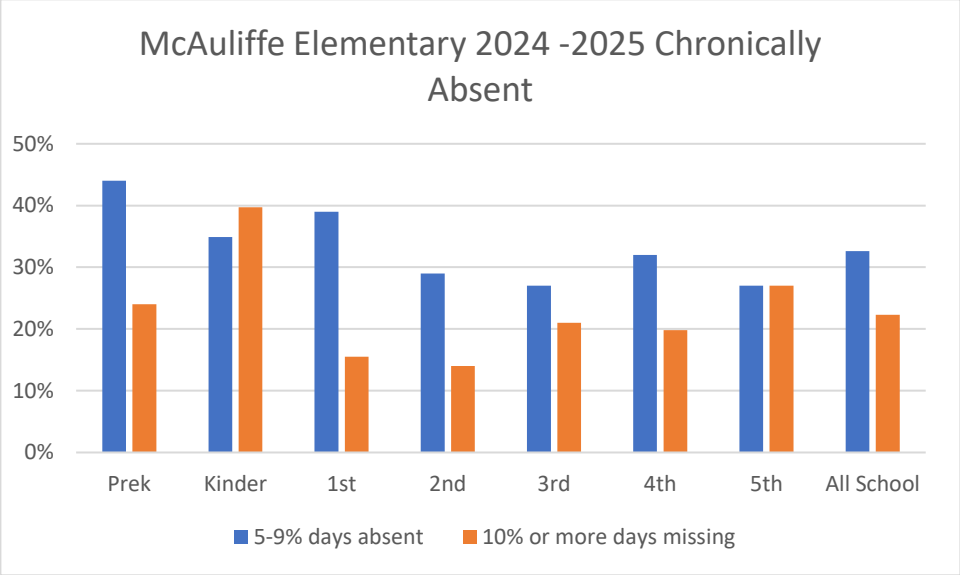
Attendance Data

Attendance data for the 2024-2025 remained strong as a building overall with an ADA of 93 %. As a whole many grade levels saw a decrease in the percentage of chronically absent students. This did result in a growth of students absent 5%-9% at many of the grade levels. One barrier that impacted attendance was a district wide shortage of bus drivers. This shortage resulted in bus services being cancelled one day a week during the last 9 weeks of school. If families did not have transportation, they were unable to attend school.

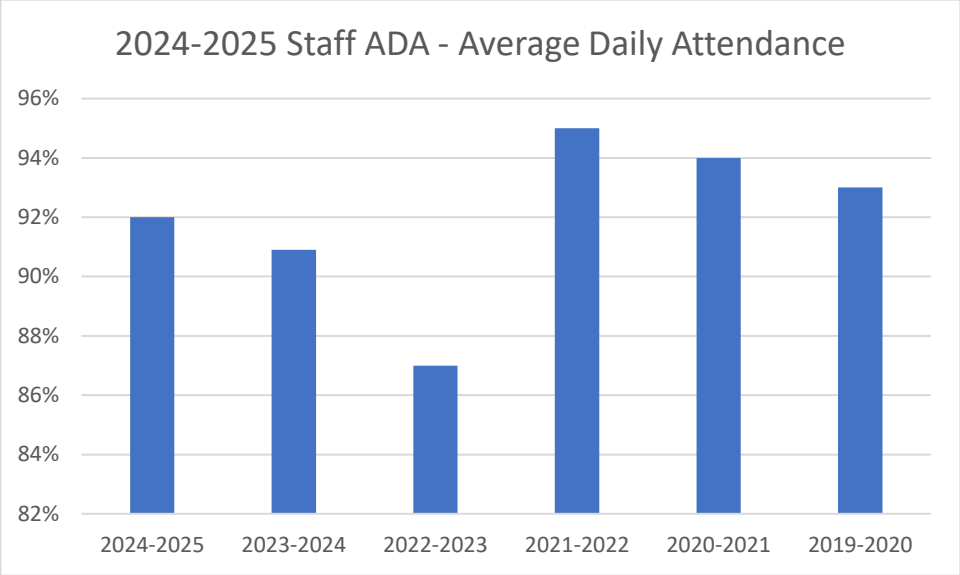
This school year we implemented a weekly attendance challenge where individual classrooms competed to have the best average weekly attendance rates. Morning announcements included hype and encouragement to attend school. Every Monday the class that won the attendance challenge was given a special privilege / reward incentive to celebrate their achievements. These incentives included bubble parties, dance parties, extra recess, etc. Teachers share attendance and tardy data with families, then set attendance goals for the upcoming quarter. The Parent Liaison and School Counselor have also worked with families to provide resources and assistance for families facing hardships that may keep students from attending school. Students set attendance goals each quarter as part of our Leader in Me program. Our school wide goal is to have 95% attendance rate. Families are notified monthly through a letter if their child's attendance is on the trajectory for becoming chronically absent. For the upcoming year, the data team will continue to meet weekly to focus on the students who are most at risk and develop relationships and strategies to encourage students to attend school. This group of teachers and staff include the following: school counselor, community schools coordinator / parent liaison, media specialist, school nurse, art teacher, music teacher and PE teacher.


2024-2025 Average Daily Attendance (ADA)
97%
96%
96%
95%
95%
94%
94%
93%
93%
92%
92%
2024-2025
2023-2024
2022-2023
2021-2022
2020-2021
2019-2020
2018-2019


2023-2024 Chronically Absent
40%
35%
30%
25%
20%
15%
10%
5%
0%
Prek
Kinder
1st
2nd
3rd
4th
5th
All School
5-9% days absent
10% or more days missing




Staff attendance also has an impact on student learning. This past school year our staff attendance rate was 92% due to two teachers taking maternity leaves and 3 teachers taking short term medical leaves.



## Perception Data:

Measurable Results Assessment – Leader in Me – Given annually to students, staff and parents

The Measurable Results Assessment (MRA) is a survey and reporting system that provides schools uncommon insights to the attitudes and behaviors of staff and students. The data informed insights were designed to align with expected outcomes common to schools implementing the paradigms and practices of Leader in Me and seen in the Framework below. As a result of the alignment between the Framework and the MRA outcomes, the data informed insights link schools back to trainings and materials, allowing them to take action to improve areas of needed growth. In this way, it is very important that the scores in the MRA be used as a guide for continuous school improvement. The survey is distributed to staff, parents and students in 4th and 5th grade. Our survey yielded responses from 198 students, 32 staff members and 48 parents.

Survey Scoring Guide

All scores in the MRA Report are presented on a 0-100 scale, with 100 being the most ideal and 0 being the least ideal. Measures will have a +/- element showing the difference when subtracting the score of your previous year with the score of your current year. This element will be GREEN when your current year outperforms your previous year, or RED when your previous year outperforms your current year. A new MRA survey was implemented based on nationwide feedback.

90-100 Highly Effective

80-89 Effective

70-79 Moderately Effective

50-69 Needs Improvement

0-49 Not at all Effective

The McAuliffe Leadership team meet annually to review the data of the survey to develop action plans in the areas most in need of growth. This takes place during a summer retreat and then the school teams meet every quarter to review progress. The survey components include Leadership, Academics and Culture.

Leadership focuses on the following principles:

- Family and Community Engagement
- Student Leadership
- Staff Leadership

Culture focuses on the following principles:

- Supportive Staff Environment
- Supportive Student Environment

Academics focuses on the following principles:

- Empowering Teachers
- Empowered Learners
- Goal Achievement
- Life Readiness

## Organization of the Report

The MRA was developed in alignment with the practices and paradigms of *Leader in Me* (see Figure 2). The three categories—Leadership, Culture, and Academics—that organize the practices of Leader in Me also organize the measurable results associated with the use of those practices provided in this report. Within each section, scores are provided on the related measures and sub-measures.

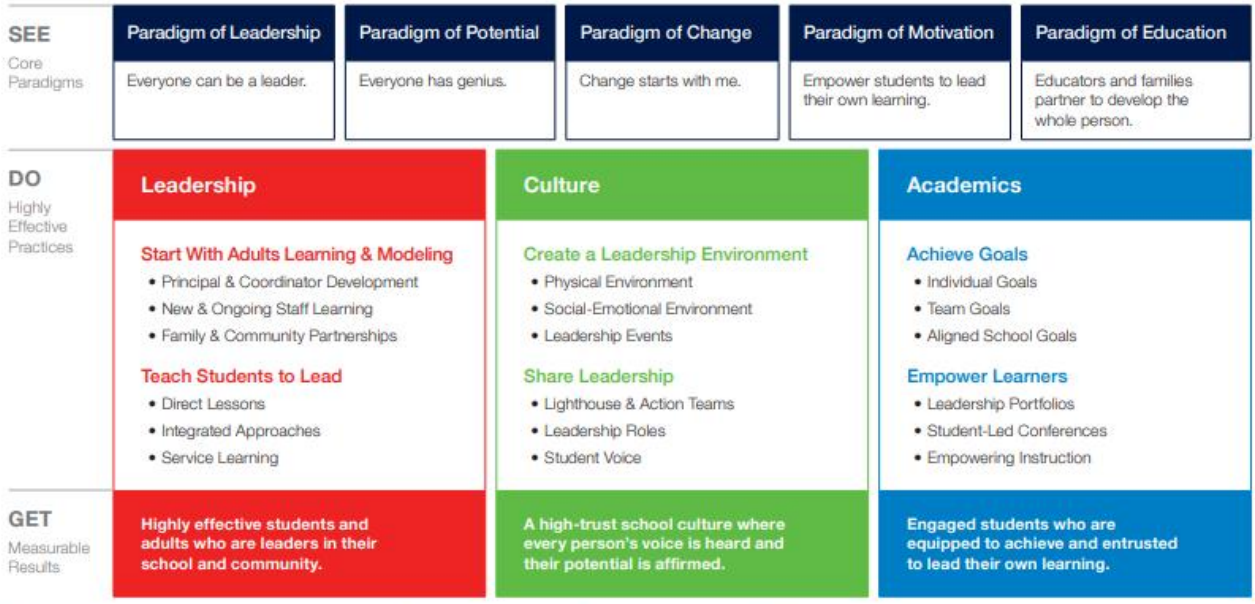
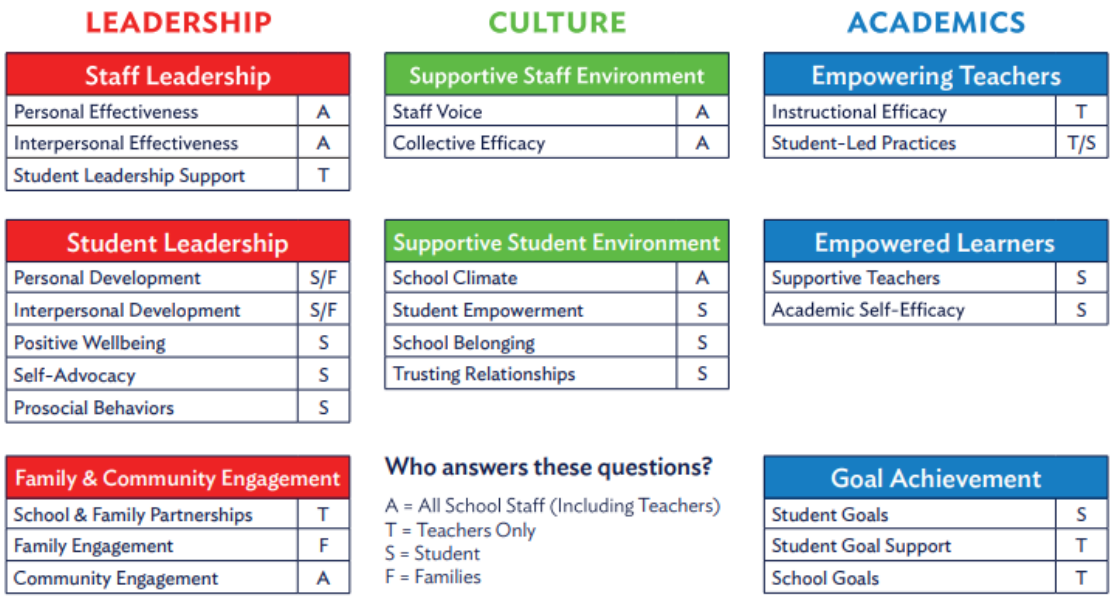



Figure 2. The *Leader in Me* Framework lays out the foundational paradigms and practices of the *Leader in Me* process.

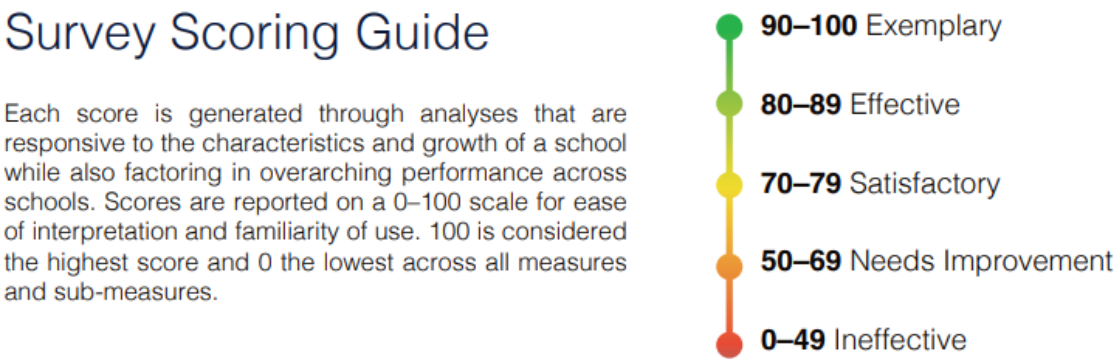

OVERALL LIM SCORE
77
LEADERSHIP
77
Student Leadership
76 → 76
Staff Leadership
77 → 79 +2
Family & Community Engagement
79 → 78 -1
CULTURE
81
Supportive Student Environment
73 → 79 +6
Supportive Staff Environment
79 → 84 +5
ACADEMICS
75
Empowering Teachers
76 → 76
Empowered Learners
72 → 76 +4
Goal Achievement
73 → 73
Life-Readiness (Secondary Schools)
0 → 0

| Measure | Score | Number of Respondents |
|---|---|---|
| **Leadership** | **77** | |
| **Staff Leadership** | **79** | |
| Personal Effectiveness | 79 | 31 |
| Interpersonal Effectiveness | 79 | 31 |
| **Student Leadership** | **76** | |
| Personal Development | 79 | 157 |
| Positive Wellbeing | 75 | 125 |
| Self-Advocacy | 75 | 118 |
| Interpersonal Development | 76 | 162 |
| Prosocial Behaviors | 74 | 103 |
| **Family & Community Engagement** | **78** | |
| School & Family Partnership | 72 | 16 |
| Family Engagement | 83 | 46 |
| Community Engagement | 73 | 31 |
| **Culture** | **81** | |
| **Supportive Environment For Staff** | **84** | |
| Staff Voice | 84 | 31 |
| Collective Efficacy | 84 | 31 |
| **Supportive Environment For Students** | **79** | |
| Student Empowerment | 80 | 118 |
| School Belonging | 76 | 117 |
| School Climate | 88 | 31 |
| Trusted Relationships | 78 | 112 |
| **Academics** | **75** | |
| **Empowering Teachers** | **76** | |
| Instructional Efficacy | 76 | 16 |
| Student-led Practices | 76 | 122 |
| **Empowered Learners** | **76** | |
| Social Supports | 75 | 123 |
| Academic Self-Efficacy | 77 | 110 |
| **Goal Achievement** | **73** | |
| Student Goals Support | 68 | 16 |
| Student Goals | 72 | 115 |
| School Goals | 79 | 16 |
| **Life-Readiness** | **0** | |
| Group Collaboration | 0 | 0 |
| Future-Focus | 0 | 0 |



| LEADERSHIP | | CULTURE | | ACADEMICS | |
|---|---|---|---|---|---|
| **Staff Leadership** | | **Supportive Staff Environment** | | **Empowering Teachers** | |
| Personal Effectiveness | A | Staff Voice | A | Instructional Efficacy | T |
| Interpersonal Effectiveness | A | Collective Efficacy | A | Student-Led Practices | T/S |
| Student Leadership Support | T | | | | |
| **Student Leadership** | | **Supportive Student Environment** | | **Empowered Learners** | |
| Personal Development | S/F | School Climate | A | Supportive Teachers | S |
| Interpersonal Development | S/F | Student Empowerment | S | Academic Self-Efficacy | S |
| Positive Wellbeing | S | School Belonging | S | | |
| Self-Advocacy | S | Trusting Relationships | S | | |
| Prosocial Behaviors | S | | | | |
| **Family & Community Engagement** | | **Who answers these questions?** | | **Goal Achievement** | |
| School & Family Partnerships | T | A = All School Staff (Including Teachers) | | Student Goals | S |
| Family Engagement | F | T = Teachers Only | | Student Goal Support | T |
| Community Engagement | A | S = Student | | School Goals | T |
| | | F = Families | | | |

Figure 1. The Measurable Results Assessment is hierarchically organized by three categories, measures, and sub-measures. Each measure and submeasure provides distinct insight into the expected outcomes of implementing the *Leader in Me* process.




**Analysis of Results**

Overall, the school saw growth in all areas of Leadership, Academics and Culture. One of the biggest growth areas was culture especially in the areas of School Belonging, Collective Efficacy and Trusting Relationships. This growth is contributed to the intentional focus that teachers and staff worked towards with a focus on community building and student engagement as this was our area for growth this past school year. The past two years McAuliffe has utilized Title 1 funds to send teams to the GYTO conference. This conference focuses on planning and preparation, the learning environment, best instructional practices, data and progress monitoring, student engagement and accountability and teacher effectiveness. All of the areas in the GYTO model are steeped in research.

One area in the survey that is an opportunity for growth for the upcoming school year is in the area of Goal Achievement and Students setting goals for learning and applying the behaviors to link to effective goal achievement. In order to grow

in this area targeted revisiting of professional development and ongoing accountability throughout the year must be implemented. The Leader in Me program utilizes a 4DX model for goal setting with students.

**Professional Development**

Teachers and Staff at McAuliffe Elementary embody a growth mindset. Teachers regularly attend professional development opportunities outside their contracted hours. Teachers also voluntarily participate in a wide variety of summer professional development. Below is an example of the types of professional development that teachers attended during the school year.

- District Wide Teacher Clarity Training and Content Retreats
- New Teacher Training
- SEL Training
- Professional Conferences – including GYTO
- Site Professional Development – including Leader in Me
- National Title 1 ESEA conference
- EL Coaching and Professional Development
- Instructional Coaching

**Summary:**

School Strengths:

Culture

Supportive Staff Environment

- Collective Efficacy (7 points growth) – Teachers believe that their collective actions can positively impact students and help them succeed.
- Staff Voice (3 points growth) – Staff members find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role.

Supportive Environment for Students – all areas showed growth

- School Climate (5 points growth)– Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential.
- School Belonging (8 points growth) – Students believe that they are cared about and understood by the people in their school.

Leadership

Staff Leadership

- Interpersonal Effectiveness (3 points growth) – Staff build and sustain positive relationships through understanding, communicating, and valuing the differences they see in others.

Student Leadership

- Prosocial Behaviors ( 5 points growth) – Students support each other and offer help as needed.

Academics

- School Goals ( 2 point growth) – Schools have annual goals teachers played a meaningful role in creating and everyone is involved in achieving. Progress towards schoolwide goals is regularly tracked, reflected on, and used to make decisions.
- Social Support (5 point growth) – Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.

<u>Areas for Growth:</u>

Leadership

Family & Community Engagement

- School & Family Partnerships – Teachers feel like most students' families/caregivers engage as partners in their child's learning

Academics

- Student Goal Support – Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement.
- Student Goals – Students are confident in their ability to set and achieve their goals.

Academic Goals and Leadership Goals:

1. **Goal**: Increase the percentage of students reaching "Proficient" or above in reading by **10%** by the end of the academic year.
   **Metric:**
   **Assessment Tool**: Renaissance STAR Reading and Early Literacy Assessment
   **Baseline Data**: % of students at or above proficiency level as of beginning-of-year (BOY) assessment
   **Target**: Increase BOY proficiency level by 10 percentage points in end-of-year (EOY) assessment

   **Key Objectives:**
   **Data-Driven Instruction**
   Use STAR assessment data to identify specific reading skill gaps and group students for targeted instruction.
   Conduct monthly data reviews to adjust instructional strategies.
   **Tiered Interventions**
   Implement Tier 2 and Tier 3 supports for students below benchmark.
   Monitor progress biweekly using STAR progress monitoring tools.
   **Professional Development**
   Train staff in analyzing STAR data and using it to guide differentiated instruction.
   Offer workshops on evidence-based reading interventions.
   **Literacy-Rich Environment**
   Increase access to high-interest, level-appropriate texts.
   Promote independent reading through reading logs and incentive programs.
   **Family Engagement**
   Share student reading progress and resources with families.
   Host literacy nights or virtual workshops to support reading at home.

2. **Increase the percentage of students reaching "Proficient" or above in math by 10% as measured by the Renaissance STAR Math Assessment for Grades 1–5.**
   **Metric:**
   Renaissance STAR Math Assessment (administered Fall, Winter, and Spring)

   **Key Objectives:**
   **Data-Driven Instruction:**
   Analyze STAR Math data after each testing window to identify student proficiency trends, instructional gaps, and areas for targeted support.
   Implement math small-group instruction based on student skill levels and performance data.
   **Tiered Intervention Support:**
   Provide targeted Tier 2 and Tier 3 math interventions for students performing below grade level.
   Progress monitor students receiving interventions biweekly using STAR Math or aligned tools.
   **Professional Development:**
   Deliver quarterly PD sessions focused on math instructional strategies, differentiated instruction, and interpreting STAR data.
   Provide coaching and model lessons in classrooms to support math best practices.
   **Curriculum Alignment and Pacing:**
   Ensure math curriculum is tightly aligned to grade-level standards assessed on STAR.
   Use common pacing guides to maintain instructional consistency across classrooms and grades.

**Family Engagement:**
Share STAR Math results with families during parent-teacher conferences.
Provide resources and strategies for families to support math skills at home.

3. English Language scores will continue to be monitored using the ACCESS for ELLs assessment, focusing on the four language domains: listening, speaking, reading, and writing. The goal is for each English Learner (EL) to demonstrate a minimum growth of **0.5 or more** in their **composite ACCESS score** from the previous year's assessment.

- **Key Objectives:**
  **Improve Language Proficiency:**
  Ensure each EL demonstrates measurable growth in English language proficiency, with a target of at least **0.5-point gain** in composite score annually.
  **Domain-Specific Development:**
  Track and support growth in all four language domains (Listening, Speaking, Reading, Writing) to ensure balanced language development.
  **Data-Driven Instruction:**
  Use ACCESS results to inform targeted instruction and interventions tailored to student needs in specific language domains.
  **Equity and Access:**
  Provide equitable language support services to ensure all ELs have the opportunity to succeed academically while developing English proficiency.
  **Progress Monitoring and Accountability:**
  Monitor EL progress throughout the year with interim assessments and classroom-based measures to adjust instruction and support timely.
  **Professional Collaboration:**
  Encourage collaboration between ESL and content-area teachers to integrate language development strategies across the curriculum.

4. To increase student engagement and develop leadership skills by creating inclusive, student-led opportunities that empower all learners to take initiative, collaborate with peers, and contribute positively to their school and community.

**Key Objectives:**
1. **Promote Student Voice:** Establish regular forums, surveys, or leadership councils where students can share ideas and participate in decision-making.
2. **Develop Leadership Programs:** Implement mentorships, student ambassador roles, or leadership workshops that foster responsibility, communication, and initiative.
3. **Encourage Active Participation:** Increase student involvement in clubs, extracurriculars, and community service through diverse and interest-based offerings.
4. **Recognize and Celebrate Leadership:** Create systems to acknowledge student leadership, innovation, and positive impact on the school environment.

The site leadership team meets a minimum of once a month to review school wide data. Individual grade level teams and departments will meet weekly during the district wide early release Friday. In addition, grade level teams meet weekly with the instructional coach to lesson plan utilizing the teacher clarity format and embedding language objectives. Teams will also continue the work of selecting common formative assessments in the areas of math and ELA to trach student progress. The data from the CFA's will be discussed at the weekly Friday Early Release Collaborations.

**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:

The leadership team will work toward the 4 goals identified from the needs assessment by continuing our work with data teams to identify students who need more instruction or are not making progress. Administration and staff will stay current with evidence-based strategies to work towards closing the achievement gap. Teachers will work to implement instructional strategies learned from coaching cycles with the EL Coaching Lead and the Instructional Coach.

The resources already available to fulfill these goals are early intervention, school-wide data reviews, individual digital data spreadsheets, Instructional Coach (511 salary), EL Coaching Lead (511), Language Arts Specialist (511), coaching cycles (511 sub days and stipends), collaboration time weekly, PLC / PLT Early Release Fridays, summer collaboration time for each grade level, after-school programs (511), tutoring during school and after school (511), summer school(511), project based learning opportunities after school and summer and visibility and availability of administration.

We will host fall and spring Goal Setting Conferences, which will provide opportunities for families and school faculty to sit down, and plan action steps needed to reach individualized academic goals. Families will receive information about their student(s) strengths and areas for growth in the core content areas and language development. Individual students will set both attendance and literacy goals with their teacher and family. These goals are part of the Leader in Me goal setting process. Students will make sure the goals are measurable and that action steps are developed to reach the goal as well as accountability time. Goals will be reviewed each quarter and new goals will be established based on the progress towards the previous goal. Teachers and staff will undergo a revisit of the importance of goal setting and the development of lead measures and accountability and tracking.

McAuliffe site team has reviewed our focus areas together and looked at how our vision for reform can meet the needs of students specifically. The site based Instructional Coach will continue intentional, embedded PD in mathematics through the lens of teacher clarity and building language objectives. This work includes enhancing teacher clarity, ensuring that learning intentions, questions, activities and assessments are all in alignment with the standards. In addition, grade level teams will develop times within the math block to have targeted intervention time.

The EL coach will work with teams to support the development of targeted language objectives. The coach and the teacher will collaborate in a variety of ways; planning, modeling, guided co-teaching, debriefing and reflecting on data and student outcomes. In this process, the students will also be given clear learning intentions and success criteria helping them understand exactly what it is they need to do/learn. EL students will also have access to Imagine Learning a digital program that continues to teach language skills.

Consistent implementation of math talks using Number Corners and Bridges to Intervention to support the district tool of Eureka and Big Ideas. District pacing guides and calendars will be utilized to weave together the new adoption with Number Corners and Bridges to intervention.

The leadership team will implement EL strategies to help our English Learners access the curriculum as part of our District Plan, Structured English Immersion. Training and work toward embedding language objectives in lessons will continue to be a focus for the building. Weekly data team meetings will focus specifically on students who are not making adequate progress with the power standards of both ELA and Math.

ELA will also be a focus this upcoming year with continued training and collaboration time for teachers to work. The teams will collaborate to identify additional strategies to impact individual growth. Interventions will be provided by the classroom teacher, Language Arts teacher (511), Paraprofessionals (511) under the direct supervision of a certified teacher (511), the reading specialist or a special education teacher. Title 1 (511) will be used to pay teachers, tutors and support staff in the areas of both reading and math.

In addition, RSA funding will be utilized to support reading intervention for students in K-3. RSA funds will also be utilized to implement the Reading Partners program for the upcoming school year. The McAuliffe Book Van will also be used to continue to support Literacy in our students' homes by delivering books to the neighborhoods during the summer months and school holidays. The media specialist will provide book talks with students, help them find their just right book and collect reading response cards. 511 funds will be utilized to pay for the salary and needed supplies for the book van.

Title 1 (511) funding will support literacy and math instruction, classroom management, social emotional learning, multiple intelligence supports, technology, culturally responsive teaching, goal setting through Leader in Me and English Language Learning. McAuliffe will purchase supplemental materials to support literacy such as leveled books, decodable books, books for classroom libraries, shared reading books, technology programs, interactive reading books and small group reading instruction materials, literacy based instructional activities/ games, manipulatives and materials that promote phonics and phonological awareness, writing supports and other materials that support an evidence-based approach.

Math manipulatives, supplemental math materials and software will also be potential purchases. To support student social emotional learning programs and materials will be purchased including but not limited to Leader in Me, other SEL materials and other culturally responsive teaching materials. In addition 511 money will be used to purchase software that guides instructional planning and provides feedback through progress monitoring.

In addition, tools and resources to support multiple intelligence and learning styles such as alternative seating options, visual, spatial and sensory supports will be purchased. Funds will also be used for a instructional assistants and tutors to support small group reading time and math time, the implementation of technology to support literacy and math and during and after school tutoring. Tutoring during the day

and after school and summer school will support areas of math, literacy and Project Base Learning. In addition, funds will be set aside for EL materials and oral language development materials.

Title 1 funds may also be set aside to purchase or attend the following: PD books, materials and workshops, registrations, travel expenses and trainings that support literacy instruction, Leader in Me, math instruction, social emotional learning, culturally responsive teaching, multiple intelligence, teacher clarity, high yield teaching strategies, play based initiative, engagement strategies and EL strategies. Funds will also be utilized for technology software components for both math and reading and technology hardware such as iPad, laptops, document cameras and heads sets.

Extended Learning Time:

After-school tutoring and STEAM and Project Based Learning opportunities may be provided for students working below benchmark (511). A combination of RSA (367) funding and Title 1 (511) will be used to pay teachers and Paraprofessionals under the direct supervision of a certified teacher.

We will track attendance weekly and make action steps, coordinating with the family, to improve attendance.

In addition 511 funds will be utilized to support the Book Van during the summer months and holidays. Funds will be used to pay the media specialist to go to the neighborhoods to give book talks, help students select just right books to read at home during the summer months and collect and give feedback to response to reading cards.

Assessments:

The STAR test is given in Math and Reading at least 3 times a year. This data, along with running records, phonics and phonemic awareness assessments, and classroom common formative assessments 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 skills and strategies in small groups.

The Response to Intervention process is implemented for all students. Tier 1 instruction includes all grade level instruction and assessments provided to all students. Tier 2 intervention is given to students who are struggling with grade level content from the classroom teacher. Students who are below benchmark receive an additional layer of instruction (Tier 3 Universal) in a small group with the classroom teacher or a reading specialist, language arts teacher, special education teacher or paraprofessional or interventionist. Students who have not made adequate progress with Tier 3 Universal interventions are discussed at weekly child study (MTSS) meetings. Teachers bring their data points for either math or reading, STAR results, attendance data, observations, ACCESS scores and running records to the meeting. The team reviews the data and determines appropriate instructional next steps for the student. Tier 3 Academic is the most intensive level of supports that a student receives. Specific skills and strategies are taught and weekly data points are collected. If a student's rate of improvement (ROI) is not improving, then the team may also

determine if 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 Academic intervention and weekly progress monitoring. Tier 3 Universal and Academic intervention is provided for students that aren't making adequate progress in Tier 2 and is typically provided by the skill builder or interventionist (under the direct supervision of a certified teacher )or specialist. Data is collected and reviewed periodically from 5-10 weeks in Tier 2 and Tier 3 to determine if additional support is needed to support student progress.

Technology:

Teachers and students will use iPads (K-2) and laptops (3rd-5th) to enhance assessment and learning in the classroom. Applications such as CLEVER, ClassLink, RAZ Kids, Exact Path and Imagine Learning will increase time on task and allow greater individualization for our students. Each teacher has a Smart Board or Smart TV in his/her classroom. 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.

*The Data Teams Experience: A guide for Effective Meetings* by Angela Peery identifies five steps that should take place when data teams meet:

1. The team collects and charts (or displays) the data.

2. The team analyzes the data and prioritizes the needs.

3. The team sets a SMART goal.

4. The team determines the instructional strategies they will implement in order to raise student proficiency.

5. The team determines results indicators.

McAuliffe data teams will meet weekly during Early Release Friday Collaboration. Continued PLC / PLT training will be provided by the district. McAuliffe Elementary will utilize a Guiding Coalition (the site Leadership Team) to implement the process and expectations of the weekly meetings.

Student Interventions:

Listed below are specific student academic interventions:

1. Student Data Gathering- All students' STAR, phonics and phonemic awareness Assessments and District benchmark assessments will be charted and monitored for progress. Data is discussed during data meetings and at Child Study meetings (MTSS) in order to incorporate differentiated instruction and intervention for all students not mastering academic achievement standards.

2. Response to Intervention / MTSS-

1) Parent/Teacher Referral for Tier 3 brought to Child Study Team (MTSS) after Tier 2 data collection has revealed lack of adequate growth.
2) Student enters Tier 3 Universal . Receives daily intervention session in small groups of 1-4 students. Weekly progress monitoring takes place in addition to the student receiving Tier 2 interventions.
3) If a student is still not showing growth with Tier 3 Universal, the child study team can recommend the student move to Tier 3 Academic services. Parents sign consent for additional support time to be implemented.
4) Data is reviewed by Child Study Team approximately every 3 to 4 weeks.
5) Team recommends action based on data.

Student making progress- continue with Tier 3 Academic interventions.

Students not making substantial progress, complete REDS.

3. Scheduling- Daily schedule is structured to minimize non-instructional activities and daily distractions. Class placements are strategically designed to balance out student needs and creating groups that support language needs and academic needs.

4. Family Reading/Math / STEM Nights- McAuliffe will sponsor activities for families. Family Events teach parents/guardians how to focus on promoting reading at home and provide materials to use at home. Math nights provide families a fun way to incorporate math at home. Make and take activities are often a part of these evenings. Title 1 (511) funding is used to pay teacher stipends for family nights. Title 1 funding may also be utilized to by materials for these events.

5. Summer Programming- Summer programming is provided for K-5th grade students and funded through Title 1 (511), RSA (367). The goal is to bridge the summer reading gap and provide opportunities to read with direct instruction, preventing summer loss. Summer Programming may include summer tutoring, open library times, project-based learning, book van and family engagement events. Summer programming can support literacy, math instruction and project-based learning instruction. The book van will be a resource to ensure that students have weekly access to books in order to help prevent the summer slide. 511 funding will be utilized to pay for staff to provide the above opportunities.

6. Systematic Behavior Plan Process

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 MTSS team which includes the classroom teacher, the counselor and administration.

Data tracking of behaviors, review meetings, and intervention adjusts based on data.

Classroom behavior supports provided by administrative team and full time Behavior Coach (623).

7. Counselor Peer Groups- Counselor will establish peer groups of students struggling with social and family issues. The counselor will coordinate with site therapeutic counseling providers to provide individual and small group support.

8. School-Based Therapy, Partnership with Open Arms of Oklahoma and Family Children's Services - Two full time school-based therapist 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.

9. Tutoring- Students performing below benchmark may be offered reading and/or math tutoring by a certified teacher (511) or a paraprofessional (367 or 8801) under the direct supervision of a certified teacher during the school day or after school program. Project Based Learning is an additional format to support struggling students after school or during the summer.

10. Students at McAuliffe Elementary have had the opportunity to lead in classroom and schoolwide leadership roles. The schoolwide roles include morning announcements, photographer, ambassador, student lighthouse team, compost crew, recycle crew, attendance tracker, peer mentors, school beautification, assembly leaders and office helpers.

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 information and resources for students needing corrective action.

13. Retired certified teachers and hourly aides (under the direct supervision of the reading specialist) will provide interventions during the school day. Additional tutors will be hired if funds allow. Salaries are funded through Title 1 (511) RSA (367). STAR Literacy assessments, as well as Phonics and Phonemic awareness assessments will be used to determine students who are working below benchmark. Certified specialists and the skill builder (under the direct supervision of a certified teacher) provide interventions and partner with classroom teachers for reading and math instruction. Pull out instruction will be provided for students who need either Tier 3 Universal or Tier 3 Academic interventions for reading and/or math in a less distracting environment.

14. Reading Partners also provides support for students who are struggling with reading. Reading Partners coordinates volunteers to work with students twice a week for 45 minutes each visit focusing on reading foundations and strategies. This service is paid for through RSA (367).

Professional Development

The focus of our professional development this year will continue to focus on Student Engagement, Instructional Strategies, Leader in Me, Data Driven Instructional planning and English Language Development using the lens of the teacher clarity format for lesson planning. The annual GYTO conference is a possible professional development that includes all of the above items – planning and preparation, the learning environment, best instructional practices, data and progress monitoring, student engagement and accountability and teacher effectiveness.

Teachers will participate in ongoing district and site professional development with structured follow-up training focusing on scientifically evidence based instructional strategies with an emphasis on vocabulary development, differentiating their instruction for all students, utilizing assessment/data as tools for decision making, grade level teaming to produce continuity of input, teacher clarity, culturally responsive teaching and English Language development and student-centered strategies. Attending National Conferences that focus on the above areas is another opportunity that may arise for teachers, administrators to attend.

1. Coaching Cycles with the instructional coach specifically designed for individual teacher and students needs regarding reading, writing, word study, math, classroom management, teacher clarity and acquiring English proficiency (511).

2. Fall will consist of coaching in the areas of teacher clarity, classroom management, building classroom community, Leader in Me practices, setting routines, formative assessment, student engagement and accountability, the learning environment, goal setting and 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 (511), allowing the instructional coach and consultants to meet and plan with teachers working on personalized instructional goals through the coaching model.

3. Teachers will have the opportunity for individualized coaching cycles (511) that respond to specific teacher needs; math concept development (unit design), intentional interactive read aloud, student engagement, EL strategies, integration of foundational skills of the science of reading, classroom management, student engagement, building classroom community/ social-emotional work, goal setting, teacher clarity, math and reading whole group and small group instruction etc.

4. Book studies addressing reading, math, teacher clarity, social emotional needs, culturally responsive teaching, trauma informed instruction, writing and EL focus areas may be purchased to support individual teacher growth (511, 367 or 8801).

5. All grade levels will meet weekly to plan for their grade level using State Standards and formative assessments to differentiate. The teacher clarity model will be used to develop weekly learning intentions.

6. Teachers and other instructional leaders may also travel in and out of state to attend a professional conferences that addresses the areas of focus – reading, writing, math, English Language development, student engagement, best instructional practices, data and progress monitoring, teacher effectiveness, social emotional learning, Leader in Me, teacher clarity, small group instruction, and data teams(511, 538). Continued training in the GYTO model will be provided for staff both at the site level and at the national conference.

7. Weekly lesson planning collaborations will be held on Tuesdays to develop instructional plans. In addition, Thursdays will be a day for teachers to gather data to prepare for Friday PLC / PLT time. The PLC time is designed to support individual student literacy and math growth, as well as teacher growth in content knowledge and effective teaching strategies. Teachers work with the Title 1 Instructional coach or instructional coach or administration to analyze data. Individual needs are determined, and appropriate action steps developed. Individual goals are set, and specific strategies are shared among the student support team. Assessments are administered to determine effectiveness of strategies. Based on the data, students continue to work on their goal with different strategies or a new goal is set.

Teacher Retention

Union Public Schools recruits highly qualified staff through partnerships with universities including Oral Roberts University, 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. Lead teachers help mentor new teachers throughout the year. Union Public Schools has negotiated a retention stipend for returning teachers for the last twenty years.

Additionally, The District offers higher education reimbursement for employees, as well as an Employee Clinic with exceptionally low co-pays. Finally, the district offers stipends to employees to ad EL certification to their certificates.

McAuliffe offers a supportive culture of professional learning community, as well as a strong culture that supports positive collegial relationships. The social committee plans ongoing staff activities to build and maintain community.

**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 elementary site leadership team, district leaders along with input from parents and community stakeholders develop an annual budget for site Title 1 funds. A minimum of quarterly reviews take place to analyze expenditures in the Title 1 budget. Revisions take place at these reviews if needed. The district Federal Programs department audits the budget monthly.

The funds below provide the following activities/services:

Title 1 (511):

Our Title 1 funds are used to provide two certified academic specialists, aides, tutors and an instructional coach and an elementary EL instructional coach to help students and staff with strategies to improve academic achievement and an EL Specialist that works directly with students . Our funds are also used to staff a parent liaison who works with all families and students to coordinate after-school programs and help families break down barriers that may prohibit their child from reaching his/her full potential.

Title funds are also used for tutoring during the day and after school programming involving reading, math and project based learning instruction, as well as summer programming designed to decrease the summer slide. Funds will also be used to continue to support literacy in the summer by having our school book van visit neighborhoods weekly. Funds will pay the school media specialist or other staff member to give book talks, distribute books and response to reading cards so students will have access to books during the summer.

The skills to be taught within the group are determined through ongoing formative assessments such as phonics and phonemic awareness assessments, running records, etc. 511 funding will also be used to purchase professional development reading materials and instructional materials, technology software programs, laptops, ipads, headsets and manipulatives. 511 funding will support teacher training using subs and coaching cycles as well as attending professional development seminars and workshops both in person and virtually. Registration, travel expenses, lodging, per diem and other associated expenses to attend conferences are also potential expenses.

511 funds will be utilized to plan, implement and provide materials for family math or reading nights. This includes paying teachers and staff to work the event in the evening.

Grade level and department summer planning and collaboration days are set aside for teachers to conduct a year end review and to develop plans for the upcoming year. Teachers are paid with 511 funds for their time to collaborate in the summer.

FEDERAL

541-Title II- New Teacher Cadre training, Math Training-Vertical Alignment, Writing Instruction-institute EL-We are all teachers of English Learners, STEM & Aquaponics, Districtwide Teacher Trainers

572- Title III- WIDA Standards, EL Placement Training, Data Analyzation, Culturally Responsive Teaching

561- Title VI- Salaries for Native American teachers for individualized tutoring and cultural enrichment

596- Title IX- District Liaison provides services and meets the unique needs of our homeless students/families

563- Johnson O'Malley- School supplies for Native students, cultural activities, summer school for Native students, tutoring for Native students,

STATE & LOCAL

367- RSA Tutoring, Reading Partners and small group instruction

206- Project Lead the Way training for new teachers-Launch Training

216- Vision 2025- Training, EL Certification

217 -Vision 2025-Teacher Recruiting

218- Vision 2025-Retention, Higher Education Tuition reimbursement

2092- Higher Education Tuition Reimbursement for certified and support staff

PTA

Union Education Foundation Mini Grants

**5. Evaluation and Plan Revision**

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

**Expectations**

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

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

The site leadership team meets monthly to review academic data, attendance data, school budgets and plan family events. The site leadership team represents each grade level and department.

Additionally, the data informs decision making for the following school year.

Academic data is analyzed routinely. The upcoming school year the district has 5 virtual/PD days for teachers to meet in grade level and department teams to collaborate and participate in site and district professional development opportunities. In addition, the district is continuing the early release Friday where grade level and department teams will conduct PLC and data team meetings. Students that are not making adequate progress measured by CFAs and other assessments, the team develops an action plan targeted for the student's individual needs.

The team also reviews student data during regularly scheduled Child Study meetings. Through the MTSS process, students in need of additional intervention are identified and receive appropriate services.

School leadership, including families and community stakeholders, and instructional staff regularly analyze interim CFA 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.

In addition, McAuliffe elementary has a School Lighthouse Team that is part of the structure of our Leader in Me program. This Lighthouse team reviews components of Leadership, Academics and Culture. This team has developed multiple strategies to gather feedback from stakeholders (fellow students) and assess the needs of the community. An annual family survey is distributed at the end of the school year. Event surveys are also completed at our big events, and special surveys are done throughout the year. Data is collected and entered onto an Excel spreadsheet or Microsoft Form. The leadership team uses the information to analyze program effectiveness, involvement/ participation and to assess ongoing needs of the school community. The Leadership team develops yearly action plans for each area of Leadership, Academics and Culture that are designed based on the yearly survey results.