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.

08/30/25

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

District Information	
District Name:	Union Public Schools
District Number:	Tulsa - 009
County Name:	Tulsa County
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:	Jefferson Elementary
School Site Code:	160
Principal Name:	Teresa Besses
Email Address:	Besses.teresa@unionps.org
*School Poverty Rate:	86.88%

*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.

Parent and Community Stakeholder Involvement

At Jefferson, we believe in strong connections with our community. We also believe in 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. Our community school parent liaison works to establish partnerships throughout the community to provide extended learning opportunities. All students are eligible to participate in community-based extracurricular activities. Some of these programs have a culminating activity, such as competitions or games, that help promote engagement with these clubs. Based on our needs assessment survey, parents have requested more after school programming such as STEM related opportunities, Music, Tutoring, Taekwondo, Writing, Gaming, Ukulele, Coding, Art, Dance, Broadcasting and Sports. We know that positive experiences help students with social-emotional learning, and we believe this is essential for their overall well-being. We will use Title funds to provide extra

help in reading and math by offering targeted small-group instruction, intervention support, and access to supplemental resources. For our elementary students, this extra support will help build stronger foundations in phonics, fluency, number sense, and problem-solving skills. Strengthening these early skills is critical because it gives students the confidence and tools they need to grow as independent learners. Jefferson Elementary has a Title I team that is comprised of administration, teachers, parents, and community stakeholders. Title I family meetings are held three times per year to share our Title I plan, communicate updates and upcoming events, share the parent involvement policy, and to elicit feedback from families regarding our Title I plan. In addition, we utilize PTA meetings to increase awareness of Title I school wide information.
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. Parental involvement is not limited to volunteering during school hours. We see parental involvement in a variety of ways such as communicating with their child and their child's teacher about learning, reading to their child at home in the evenings and weekends, and attending school events. Each year, we host a variety of family events, including Meet the Teacher, Community Fair, Family STEM Night and Family Literacy Night. These events support strong home–school relationships and feature themes that make family participation more inviting. Community partners are invited to participate and engage with families. Having a full-time community coordinator expands the possibility for additional events for our community and families. Other strategies to get families engaged in our school community include PTA events, field trips, grade level picnics, 3rd grade wax museum, reading partners, guest speakers, cultural history events, local authors, moving up parent meetings, Baby Book Club, family nights with Union's Director of Hope and Coordinator of Counseling Services as well as our Winter and Valentine parties.

Parent Teacher Conferences are held a minimum of two times per year with a goal established to meet 100% of our families. During these meetings we discuss academic achievement, social/emotional, and behavioral development. The one-on-one meetings help families identify students' strengths and challenges. Teachers and specialists give information on how to help our most at-risk students. Parents also have access to an online portal where they can access grades and other information regarding their students' progress toward grade level standards. Report Cards are sent home quarterly. Families can also request meetings at school, home visits, phone calls, and emails as ongoing communication. To strengthen family engagement, we plan to incorporate student-led conferences in the Spring. This approach will encourage greater parent participation by making the conference more interactive and meaningful. Students will take an active role in sharing their learning, reflecting their progress, and setting both personal and academic goals. By giving students a voice, these conferences not only foster ownership of learning but also create stronger connections between home and school.

We hold summer events such as Popsicles on the Playground and Water Play in the Park to maintain/make connections with new and current families of Jefferson. We often send resources home with families during the school year to help facilitate learning and retention of reading and math skills. Families are notified of events through a variety of means and informed at least twice of an event through the platforms: school and teacher newsletters, flyers, ConnectEd calls, texts through Talking Points, emails,

social media postings and marquee messages. Talking Points, Newsletters, ConnectEd calls/text are translated to Spanish. We have the use of Language Line to assist with the translation to various languages spoken at our school.

Title I Committee:

Teressa Besses- Principal

Jaimee- Assistant Principal

Rondale Wilson-Parent Liaison

Jordan Webb- Counselor

Michelle Taylor-Pre-K Teacher

Kerri Gunter- Kindergarten Teacher

Elise Skeie- 1st Grade Teacher

Brenda Robinson- 2nd Grade Teacher

Vilma Meeker-3rd Grade Teacher

Debbie Reeves-4th Grade Teacher

Michelle Davis-5th Grade Teacher

Janelle Andrus-Art Teacher

Courtney Dumas-Instructional Coach

Debbie White-ER-1 Special Education Teacher

Amber Kalfas-EL Specialist

Margo Woodward-Parent

Lindsey Beukelman-PTA President and Parent

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

Academic Assessment

ELA OSTP 2025

- 3rd grade: 40% Below Basic, 33% Basic, 25% Proficient, 3% Advanced
- 4th grade: 36% Below Basic, 34% Basic, 29% Proficient, 2% Advanced
- 5th grade: 36% Below Basic, 44% Basic, 17% Proficient, 1% Advanced

Math OSTP 2025

- 3rd grade: 24% Below Basic, 30% Basic, 31% Proficient, 8% Advanced
- 4th grade: 35% Below Basic, 34% Basic, 28% Proficient, 2% Advanced
- 5th grade: 40% Below Basic, 43% Basic, 13% Proficient, 4% Advanced

Science OSTP 2025 (5th grade only):

- 26% Below Basic, 58% Basic, 14% Proficient, 1% Advanced

Key Observations:

- ELA: Roughly one-third of students are Below Basic, with less than 30% at Proficient/Advanced across grades 3–5.

- Math: High concern, especially in 4th and 5th grades, where 35–40% are Below Basic and fewer than 15% are Proficient/Advanced.
- Science: 84% of 5th graders are Basic or Below Basic, highlighting gaps in foundational science learning.

Attendance Assessment

- **Average Daily Attendance (ADA):** 92% (steady with last 2 years, but down from 93% in 2021–22 and 95% in 2020–21).

- **Chronic Absenteeism 2024–25:**
  - Pre-K: 29% (improved slightly from 30%)
  - Kindergarten: 23% (down from 36.8%)
  - 1st grade: 31% (up from 25.7%)
  - 2nd grade: 26% (up sharply from 6%)
  - 3rd grade: 17% (stable)

Key Observations: Targeted strategies improved attendance in Pre-K and Kindergarten, but absenteeism rose in 1st and 2nd grades, making these grades an area of focus and concern.

Demographics

- **Enrollment:** 613 students (slight decline from 642).
- **Economically Disadvantaged:** 89% (down from 91%).
- **Special Education:** 14% (steady growth).
- **English Learners:** 19% (steady growth).
- **Mobility:** 30%
- **Homeless:** 8%

Race/Ethnicity Breakdown:

- 33% Black or African American
- 23% Hispanic or Latino
- 17% White
- 16% Two or more races
- 8% Asian
- 2% American Indian/Alaska Native
- 0.01% Native Hawaiian/Pacific Islander

Site Strengths:

- **Stable Enrollment & Diversity:** Enrollment remains consistent, and the diverse student body enriches the school community.
- **Pre-K & Kindergarten Attendance Gains:** Interventions reduced chronic absenteeism compared to last year.
- **Family Partnerships:** Parents are engaged in communication and have shown interest in school-based events.
- **Staff:** Teachers and support staff are committed to intervention and student growth despite challenges.
- **Resiliency:** Despite high poverty and mobility, student progress is evident when consistent supports are applied.

Site Needs and Area of Focus:

Literacy & Math Achievement

- One-third of students remain Below Basic in ELA, and proficiency rates in math are particularly low in 4th and 5th grade.
- Need for expanded interventions: targeted small-group instruction, strengthened Tier 1/2/3 supports with aligned curriculum resources, increased teacher exposure to data and data analysis, and structured, regular PLCs that create a system of accountability and collaboration while keeping the focus on instructional practices and student outcomes.

Attendance

- Chronic absenteeism in 1st and 2nd grades must be addressed with consistent communication, incentives, and family engagement.
- Implementation of a Tier attendance system and new classroom incentives along with help from the district testing & data specialist to break down areas of concern in school & grade levels.

Supports for High-Need Populations

- High percentages of ELs, SPED, and economically disadvantaged students require differentiated instruction, scaffolds, and wraparound services.
- Teachers will be assessed according to their EL expertise. Support, tools and training will be given to help students achieve their goals as well as consistent weekly check-ins to offer support.

Other Areas of Focus

- Data conversations 3 times a year to show growth and celebrations
- Engagement Continuum (Teacher Clarity)
- Grow EL writing scores
- Breakdown of the Tier System: Tier 2 - reinforce grade level/tier1 skills and Tier 3- fill holes

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.

Schoolwide Goals:

Instructional Strategies:

Administration and staff will work toward the goals identified from the needs assessment and stay current with evidence-based strategies to work towards closing the achievement gap. Opportunities to review and fulfill these goals are weekly grade level collaboration times, weekly PLC meetings, vertical alignment, school-wide data reviews, and data spreadsheets.

Teachers will work to implement instructional strategies through coaching cycles (sub days and stipends) with the Instructional Coach and input received from the EL Coach and EL Lead Specialist. The site based Instructional Coach will continue intentional, embedded PD through the lens of teacher clarity and instructional strategies. The instructional coach will continue to support teachers with the math curriculum and support with Super Kids and Scholastic. The EL coach will work with teams to support the development of targeted language objectives. Since writing remains our lowest domain, and many EL students also need support with expanding ideas, organizing thoughts, and producing output (both written & oral), we will focus on writing and vocabulary as we aim to give students the tools they need to communicate clearly and confidently. This work also includes enhancing teacher clarity, ensuring that learning intentions, questioning, activities and assessments are all in alignment with the standards. 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. The coaches and the teachers will collaborate in a variety of ways; planning, modeling, guided co-teaching, debriefing and reflecting on data and student outcomes. Coaching Impact Cycles are geared around evidence-based strategies for individualizing instruction and improving student achievement. Our EL Lead Specialist will focus daily on small group instruction to provide language supports including English Language Learners as well as our Newcomers. Other EL supports will be teaching explicit writing strategies, embedded direct academic vocabulary instruction in all content areas and provide frequent opportunities to incorporate ACCESS writing and speaking item types into classroom practice. We will highlight classrooms where teachers effectively integrate vocabulary instruction into writing and speaking. Scheduled peer visits and time of reflection and discussion will be included in teacher development to build consistency and support best practices across grade levels.

To involve families, we will host fall and spring Parent/Teacher Conferences and “Stronger Together Curriculum Night”, which will provide opportunities for families and school faculty to plan action steps needed to reach individualized academic goals.

Site Needs and Area of Focus:

Supporting the academic and social emotional needs of our students is a top priority. The focus for all students will be High Growth (an SGP of 50% or Higher) on STAR assessments. Low Achieving students will

need to increase their scaled score more than grade level average to close the gap and move towards grade level proficiency goals. Supports implemented this school year to accomplish this goal are focusing on proper tier 1 instruction, including tier 2 small groups within the ELA and Math block. Refined CST practices to support low achieving students to ensure they have proper support in place to close the learning gaps. Increasing the percentage of EL students to reach Functional English Proficiency (FEP) through small group intervention and direct instruction provided by our EL Lead Specialist. Based on ACCESS data, focusing on writing to support EL students in the language, sentence syntax and grammar needed to express thoughts. SEL support is provided through community circles with our HOPE hub, counselor classes, and breakfast club groups.

Our focus will expand beyond attendance to include discipline interventions, student engagement, social-emotional support, and strengthened Tier 1 academic instruction. Attendance will continue to be a priority, with weekly tracking, family coordination, and incentives designed to encourage students to be on time and present every day.

Discipline and behavior will also be addressed through consistent interventions and strategies that promote positive conduct and reduce classroom disruptions. At the same time, teachers will work to strengthen student engagement by using the Engagement Continuum and teacher clarity practices, ensuring that students understand learning goals and expectations and remain active participants in their education.

Our counseling services will play a key role in providing support for the whole child. We will continue our partnership with Creoks Counseling Agency to offer trauma-informed care, while our school counselor will facilitate small group interventions targeting emotional regulation, resilience, and peer relationships. The counselor will also work intentionally with 5th grade students to prepare them for middle school, focusing on maintaining friendships, resolving conflict, and developing respect for peers and adults.

Academic growth will remain a central focus, with particular attention on strengthening Tier 1 instruction. Teachers will have increased access to curriculum resources and professional learning opportunities that support planning and clarity around standards. Through structured and consistent PLCs, guided by our Guided Coalition team, teachers will analyze data, collaborate on instructional strategies, and design lessons to better meet the needs of all learners. Intervention and enrichment groups will continue to provide additional support where needed, ensuring that all students can grow at their level.

Finally, family engagement will be enhanced through school-wide events and student-led conferences. These conferences will give students a voice in sharing their learning and goals while building stronger connections between home and school. Hosting a “Writing & Speaking Showcase” where students share their progress with families and sending home vocabulary practice guides/conversation prompts in English will help encourage speaking and writing outside of school.

Together, these efforts will provide Jefferson students with the academic, behavioral, and emotional support necessary to grow as learners and leaders.

Title I (511) funding will support literacy and math instruction, social emotional development, trauma informed and technology resources to supplement instruction. Jefferson will purchase supplemental materials to support literacy and guided reading instruction materials. Title I (511) funding will support small/whole group instruction, the purchase of materials including supportive software purchases and reading, language development, and math manipulatives. Funds will also be used to provide ongoing and embedded professional development supporting math, literacy, and research-based strategies for classroom management. Title funds will be used to support reading and math growth through multiple strategies. Funding will provide substitutes to release teachers for collaborative planning meetings, and Tier 2 and Tier 3 small group instruction blocks will be built into the master schedule. In addition, Reading Partners and Math Mentors will be utilized to provide targeted intervention and enrichment opportunities for students.

Data analysis will continue to be a critical component of our improvement efforts. Title funds will support Nia Schell in leading data meetings to help teachers identify trends, monitor progress, and adjust instruction to meet student needs.

To strengthen student engagement, funds will also support the continued use of the Engagement Continuum. This will include contracted services with Corwin and funding for teacher shadowing experiences, where substitutes will allow teachers to observe Anderson's practices in action.

Professional Learning Communities (PLCs) will remain central to instructional improvement. Title funding will provide professional development with Solution Tree, as well as support the creation of purposeful PLC agendas that promote consistent, structured collaboration. Curriculum observation opportunities will also be included, with substitutes provided so teachers can observe Scholastic implementation in grades 3–5, as well as shadow career teachers within their own grade level or subject area for peer learning.

For English Learners, Title funds will help strengthen language acquisition through dedicated writing blocks in the schedule, interpretive language coaching, and community circle discussions. Coaching push in support from Amber will be integrated into writing and building vocabulary blocks and Sue will provide push in supports with Number Corner and Building Vocabulary, directly addressing growth areas identified through teacher self-assessments. Additional training for vocabulary building will be supported with substitute coverage to allow teachers to participate in professional learning. Funding will also assist with partnering with an ESL writing/academic language consultant to model lessons, provide feedback, and help integrate vocabulary strategies into writing instruction.

Trauma-informed care will also be prioritized, with continued support from CREOKS to provide counseling and intervention services for students in need. In addition, professional growth will be fostered through staff book studies, with selected titles including *Trust & Inspire Others*, *Time for Change*, *Foundations for Change* for the Guided Coalition, and *Learning by Doing* to strengthen PLC implementation.

In addition, to continue application of trauma-informed approaches in the classroom with Barbara Sorrells, we will continue to learn through her materials (511). We will also be implementing restorative practices

where we focus on repairing relationships and building a sense of community in the classroom. This will coincide with site and district initiatives of changing mindsets to have hope and create pathways.

Specialized Instructional Support Services:

Jefferson partners with CREOKS, a local mental health service provider. We have a full-time therapist, case manager, and a future behavior specialist. We hope to gain another full-time CREOKS therapist as the need arises. These professionals provide individual services during the school day for school and parent referred children. Their services often involve extended support for the parents and family unit. Services may extend through the summer months as well. As students are identified as being in need of this support, a weekly counseling schedule is created. Most students are seen by this counselor twice a week. The Tulsa Health Department (THD) provides multiple onsite, within the classroom, whole group sessions covering a variety of physical, nutrition, mental health related topics as well as classes on health care, making wise choices, getting along with others, stress management, etc. They also provide curriculum for afterschool clubs. Our school nurse provides videos for human growth and development and schedules the Caring Van for immunizations. Woodlake dental and Delta Dental provide dental screening and dental procedures for our students. Our faith-based partnerships with Woodlake, Heart, Foundation and Friendship Churches have provided us with opportunities to meet needs within our school community. Union offers several intentional opportunities for transitional support. 6th grade moving up is an opportunity in the summer for incoming 6th graders to visit the 6th grade center, tour the building, visit classes and have their questions answered about 6th grade. To ease the transition on the first day of school and aid in class placement of early childhood students, we host a two-day camp for incoming PK and a one-day camp for our Kindergarten students and their parents.

Tiered Supports and Intervention Services:

By continuing our work with CST teams, we identify students who are not making progress and need interventions to support their academic growth or behavioral support. Behavioral support is with the counselor, to identify strategies and next steps for student success. CST this year is more of an academic focus, yes behavior plays a role, but true behavioral supports will be with the counselor, Jordan Webb. Jordan organizes behavioral meetings with teachers, administrators, ER1 staff, and the school psychologist to set target goals for students and identify appropriate interventions. These plans often include behavioral tracking, scheduled breaks tied to the student's goals, and documentation so parents can follow up at home, ensuring consistent support between school and family. For academic CST's , the team discusses current interventions and next steps to address a student's deficiency regarding their concerns. If Tier I and Tier II support is not effective in student achievement, the team discusses possible Tier III interventions. The school psychologist is included and helps determine whether Tier III support is applicable. Our team meets monthly to follow-up on the effectiveness of the chosen interventions by reviewing progress, monitoring data, classroom data, and teacher observations. Collaboratively the classroom teacher and specialist(s) that provide support work together to close the academic gaps for students. STAR assessment data and exact path are used to help identify skill needs to help student achievement. Exact Path gives a diagnostic assessment to identify specific skills to help students build their reading and math foundational skills and close the gap to grade level skills. STAR assessments are administered based upon the district testing calendar for both math and reading. Students in grades 3-5 are assessed on district level CRT

(criterion referenced tests) 3 times per year. Students who are identified at English Learners are assessed 1 time per year using the ACCESS test. Students who need further diagnostic testing are assessed with the nationally normed Aims Web tool to identify specific instructional gaps and to qualify a student for Tier 3 skilled intervention and weekly progress monitoring. A certified Reading Specialist, and Title I (511) Language Arts paraprofessionals (supervised by certified teachers) and skill builders work with small groups during our embedded intervention time to provide intensive reading and math support to our most at-risk students. Teachers will have access to resources needed to help with Tier 2 and 3 supports. In addition, SRA funding will be utilized to support reading intervention for students in K-3.

Extended Learning Opportunities:

We make student engagement a priority through a variety of means both during and outside school time. All students are eligible to participate in community-based, extracurricular activities. These programs are offered after school as an extension of learning and families enjoy the various options available to students. Some of these programs have a culminating activity, such as competitions or games, that help promote engagement with these clubs. In order to function at full capacity as a Community School and expand our partnerships and resources, it is necessary for our site to secure a full-time Parent and Community Liaison. Continuing with a full time Liaison, it is our goal to have increased participation in these programs. Our Parent and Community Liaison work to establish partnerships in the community to provide extended learning opportunities tied to reading and math. We hired 2 paras to tutor and provide intervention for reading and math for our lowest achieving students. Additional after school programming not tied to reading and math are offered as engagement opportunities when funded through additional sources, such as our Soccer, Fossil to Fuel, Tae Kwon Do, Stem, Cooking Club, Chess Club, Math, Debate and Choir. Our Native American Specialist also coordinates extending learning opportunities for our 5th grade NA students to experience STARBASE, a STEM related program, as a way to engage students and enrich their learning. Additionally, student council for 3rd, 4th and 5th grades meets monthly to plan service projects. Lastly, our Gifted and Talented program offers students extended experiences, such as annual academic bowls and our Safety Patrol students acquire life skills, leadership and role models experiences.

Professional Development:

Teachers will have the opportunity for individualized coaching cycles (511) that respond to specific teacher needs (math concepts, foundational skills in literacy, student engagement, classroom management, teacher clarity, tier 1 and 2 supports, and classroom community/SEL) with embedded professional development opportunities. Classroom teachers will have access to an EL coach and specialist to help with scaffolds, EL strategies, language development, and writing support. Teachers and other instructional leaders may travel in-state or out-of-state to attend professional conferences and/or other district sites that meet the instructional needs of our staff and students. Our physical education teacher will have opportunities to attend professional development conferences, both in-state or out-of-state, to network with peers, collaborate on best practices, and strengthen the foundation for effective physical education and skill-based programs that benefit all students.

Book studies addressing reading, math, teacher clarity, social emotional needs, trauma informed instruction, classroom management, restorative practice, positive culture and EL focus areas may be purchased to support individual teacher growth.

Recruit and Retain:

By cultivating a positive and supportive school culture, particularly through effective administrative leadership, schools can achieve high teacher retention rates. When educators feel respected, empowered, and cared for, they are more likely to remain in the profession. With an 84% teacher retention rate, Jefferson has demonstrably succeeded in fostering a positive environment. This success is driven by its strong administrative practices, which are valued by a significant majority of its teaching staff. The data highlights how the school's leadership effectively retains staff by prioritizing a human-centered approach.

- **A culture of personal care:** 75% of teachers report that they feel cared about as a person. This is crucial because teachers are more likely to stay when they feel supported beyond their professional role, which helps prevent burnout and increases commitment.

- **Empowered and respected voices:** 69% of teachers feel administrators listen to their ideas, and 62% feel administrators not only listen but also value their opinions. This inclusive, collaborative approach to decision-making makes teachers feel invested in the school's success, leading to greater job satisfaction and productivity.

- **Administrative trust and confidence:** 69% of teachers feel administrators instill confidence in their ability to do their job well. This trust and empowerment are key to a positive workplace culture, where teachers feel respected as professionals and are more likely to thrive.

The school's high retention rate and positive teacher sentiment provide a powerful narrative for attracting new talent. A school culture that emphasizes support and mutual respect is a significant draw for prospective educators.

Teacher Recruitment: In order to recruit new, highly effective, credentialed teachers, our school deploys many diverse strategies: 1. Attend university career fairs at all local universities and send district representation to those that are not local. 2. Develop and maintain relationships with senior level students who complete part of their degree requirements within the Union district 3. Remain active in partnerships with TU, ORU, OSU, NSU, OU and other local universities who regularly need placements for students, tours of facilities and speakers for events. 4. Union also offers sign-on bonuses and other Incentives where applicable. 5. $200 for classroom setup or supplies for all new teachers 6. 100% employee-paid health, dental, vision and life insurance and long-term/short-term disability policies. In-network deductible is low and there is a network of Care ATC clinics available for employee healthcare.

Retention of Qualified Teachers: In order to retain teachers, our school uses many clear and diverse strategies: 1. District and school professional development professional days, paid off contract time and access to an Instructional Coach (Title I funded) 2. District organization of curriculum alignment and pacing

3. Mentor team to provide mentorship during first year and a new teacher induction week before school starts. 4. District provided and school supplemented new teacher training 5. Additional observations and feedback conferences for all probationary teachers. Jefferson Elementary has a collaborative relationship with the local universities. We work very closely with the universities and average 3-5 full time interns throughout the school year. We take this opportunity to make sure the interns receive the best experiences with the most highly effective teachers on our staff. They participate in all of our professional development. The Instructional Coach (Title I funded) works one on one with the new teachers during their first few years of working at our school. The new teachers are also mentored by a highly effective teacher during their first year through the resident teacher mentorship program. Every teacher completes a professional learning focus, reviewed 3 times throughout the year and new teachers attend a new teacher training prior to school starting. 6. Tuition reimbursement is available for Union Public Schools employees who wish to complete approved college courses towards a qualifying degree. A retention stipend is also awarded to returning staff, if funding is available from year to year up to 5 percent of your base pay.

In order to create a high-performing and positive educational environment, a staff-wide focus is needed on collective responsibility for students, intentional use of data, and combating negativity. This requires a shift from individualistic teaching to a collaborative, grade-level approach that benefits all students. In addition, the school environment is conducive to learning and teachers' feeling heard by peers and admin. Enjoying a positive climate is key to improving student achievement, engagement, and teacher well-being. This type of positive environment also helps to reduce teacher burnout and improve staff retention.

4. Coordination and Integration
Select only one box. ☒ By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other federal, state, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided (in project 511). ESEA Section 1114(b)(5) **OR** ☐ By checking this box, the school principal certifies that, if state, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. ESEA Section 1114(b)(7)(B)
Expectations
1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes. 2. Leverages funding streams to connect the reform strategies developed. 3. Outlines how the school will meet the intents and purposes of each funding source. 4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.
Addressing the above expectations, describe in the box below the ways in which funds (e.g., Title III, Part A, donations, competitive grants) are to be braided in the Title I schoolwide program.

Title I (511)	Parent Liaison, Instructional Coach, Language Arts Specialist, Paraprofessionals, Professional materials/conferences, Math/Reading materials, technology devices laptops/iPads, professional development, parent literacy nights,

	parent events, tutoring, summer school, & planning curriculum days.
SRA	Paraprofessional, certified teacher, high-interest books, headsets, technology subscriptions, tutors, & summer school-programming.
Various Grants	Transitions programs PreK Bridge Camp, & 6th/7th Moving UP.
Activity	After-school programming/clubs.
BOND	Technology Devices (laptops, iPads, Smartboards), furniture, subscriptions, & appliances.
PTA	Teacher grants, teacher celebration and recognition, student celebrations, snacks, & Admin assistance with Teacher gifts/appreciation.

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 I (511): Our Title I funds are used to provide academic support for students for small group instruction with a paraprofessional under the supervision of a certified teacher or a certified teacher, an EL coach, EL Lead Specialist, and an instructional coach 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 programs and help families break down barriers that may prohibit their child from reaching his/her full potential. Title funds may be used for after school programming involving reading and math instruction, as well as summer programming designed to decrease the summer slide (when it is determined safe to do so). The skills to be taught within the group are determined through ongoing formative assessments. 511 funding will also be used to purchase professional development reading materials and instructional manipulatives. 511 funding will support teacher training through the use of subs and coaching cycles. Additionally, Title I funding will be used to engage parents through family engagement activities, such as; Family Literacy Night, Parent Teacher Conferences, Family STEM Night and Curriculum Night.

Reform Strategies: The following is a list of evidence-based programs, special services programs, and extracurricular programs currently being implemented: Math: Euerka Math 2 (K-3) and Big Ideas (4-5) for tier 1, Number Corner (K-5) for supplemental support, Bridges Intervention for tier 2 and 3 supports. Phonics and Spelling: Superkids (K-2) and Scholastic (3-5), From Phonics to Reading (Special Services) Building Vocabulary (3-5) Reading: Superkids (K-2) and Scholastic (3-5) in conjunction with Oklahoma State Standards, as well as supplemental resources as needed for example- Reading A-Z. Exact Path and Imagine Learning to extend student learning with evidence-based instruction online. The Title I Instructional Coach will also work in collaboration with each grade level to plan and implement units designed around essential standards and

concept development. Grades Pre K – 5 will collaborate in PLC once a week for 40 minutes to grow student achievement through essential standards and weekly planning to implement viable curriculum in content areas.

Leverages funding streams:

Our Title I 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 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. Title funds are also used to host literacy, STEM and curriculum nights, so families can learn ways to support curriculum at home. Science: TWIG, Project Lead the Way utilized in all grade levels. Social Studies: K-2nd Integrated Standards Based Curriculum, Social Studies Weekly (3rd), Pearson/Savvas (4th-5th). Language Arts and Writing: Superkids (K-2) and Scholastic (3-5) and Supplemental Programs as needed. Reading: SRA tutoring, Tier 2 and Tier 3 small group interventions. Computer Programs: Imagine Learning, Reading A to Z Kids, and Seesaw. Social emotional learning and mental health is a piece that is pivotal in the success of students. We have purchased Steps to Respect, Second Step curriculum, and cyber bullying with site activity funds. We will continue to work on social emotional learning and implement a morning meeting/community time curriculum designed to help teach healthy behaviors and relationships. Alternative Programs as used by the Counselor: Steps to Respect, Second Step, Cyberbullying. Teachers will also implement a morning meeting/community circle time during which the lessons and activities are accessed via the district curated HOPE Hub. Our behavior coach schedules purposeful breaks throughout the day to help students get their wiggles out and release excess energy. In addition, a breakfast and lunch movement club has been created to provide structured physical activity that supports focus, attention, and overall engagement in the classroom. These activities are designed to promote self-regulation, improve concentration, and create a positive, energized learning environment for all students. Summer programming is provided for K-4th grade students and funded through 511 and SRA grants. Our goal is to bridge the summer reading gap and provide opportunities to read with direct instruction, preventing summer loss. Site funds (activity and general) have been used to fund transitional programs such as kindergarten moving-up camps that runs simultaneously with pre-k moving up camp.

After-school tutoring may be provided for students working below benchmark. A combination of SRA funding and Title I (511) will be used to pay teachers and support staff.

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.
Evaluation and Plan Revision Jefferson Elementary has a Title I team that is composed of administration, teachers, parents, and stakeholders. We advertise and hold a site meeting at least 3 times per year to prepare, work on, and analyze the annual review. The team meets to review academic data, attendance data, school budgets and plan family events.

The Jefferson Leadership Team as well as our new Guiding Coalition 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 spreadsheet 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 I Instructional Coach, Principal, Assistant Principal, School Psychologist, Reading Teachers and Classroom Teachers once a month. If a student is not making adequate progress, the team develops an action plan targeted for the student's individual needs. The digital data spreadsheet tracks STAR reading and math, IEP status, Tier status, ACCESS level and EL status.

District CRT assessments as well as Oklahoma Core Curriculum Tests are used to measure progress in the areas of reading and math for students in grades three through five. STAR reading and math are nationally normed assessments given six times a year to track student progression and growth. District CFAs and Exact Path are diagnostic assessments used to drive instruction, providing target instruction on individual needs to fill instructional gaps.

Student attendance data and discipline data is also reviewed regularly to identify trends, patterns, areas for early intervention or incentives. Admin works closely with the district testing and data specialist to review attendance discrepancies in order to identify the cause, determine corrective action, and establish better attendance management processes. This systematic approach helps ensure accuracy, enforce policy, and provide support for our school. All student data is reviewed monthly at school MTSS (CST) meetings to determine student placement in Tiers of instruction as well as best strategies and practices to use in the classroom. Data team meetings are held to review formative assessment data, determine skill groups, plan for high yield instructional strategies to be used, and then discuss student progress towards those standards. Perception data gathered throughout the school year and through surveys at the end of the year is analyzed and areas of improvement are also addressed. The schoolwide plan is revised as needed, and new areas are prioritized for the current year or flagged for the upcoming school year.