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.

7-22-25

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
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:	Jarman Elementary
School Site Code:	140
Principal Name:	Shawna Graham
Email Address:	Graham.shawna@unionps.org
*School Poverty Rate:	82.31%

*Required for the school to report. Please consult with district personnel regarding the rate reported in the Consolidated Application (Grants Management System).

Instructions

The template is composed of five sections. Each section has three parts.

- The first part outlines the relevant passages in ESEA and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part describes the expectations for the narratives.
- The third part is a text box where the narrative responses are to be entered. There is no word or character limit, and the text box will expand.

1. Parent and Community Stakeholder Involvement

☒ By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. ESEA Section 1114(b)(2)
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. ESEA Section 1114(b)(4)
- the school meets the requirements of Section 1116 of ESEA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. ESEA Section 1116 (b-g)

Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Addressing the above expectations, describe in the box below the strategies to increase family and community stakeholder involvement.

1. At Jarman Elementary, we use multiple strategies to increase family and community involvement. At the beginning of the school year, a welcome packet is distributed digitally to all families with a Title I family/school compact outlining the shared responsibility for student academic success, a calendar of school events and other informative documents about how to get involved at Jarman Elementary. A fall family event is planned yearly to welcome families and community partners back to school. 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 scheduled PTA meetings to increase awareness of Title 1 school wide information. Each year, we host a variety of family events, including Family Math Night and Family Literacy Night. These events are centered around a theme to entice family participation, and community partners are invited to participate and engage with families. Parent Teacher Conferences are held a minimum of two times per year with a goal established to meet with 100% of our families. Communication is distributed through a variety of platforms, including a monthly school newsletter, ConnectEd phone calls/emails/texts, teacher email distribution lists

and weekly updates, and TalkingPoints. Other strategies to get families engaged in our school community include PTA events, field trips/outings, grade level picnics, guest speakers and readers, moving up parent meetings, Baby Book Club, and our winter and Valentine's Day parties. Additionally, efforts are made each year to reach out to and welcome new families and our Pre-K and Kindergarten families to help them get connected early in their child's education. Pre-K families are invited to be a part of Pre-K camp to help students and families get acclimated to school. A New to Jarman Task Force help to establish positive relationships at the time of enrollment and to share resources, ways to get connected, and create a sense of belonging for newly enrolled students. Additionally, our Attendance Task Force aims to help support students and families who are falling at risk and are chronically absent. All these opportunities strive to connect with families of those most at-risk by sharing available resources, creating opportunities to interact with the school and staff, and maintaining positive relationships.

2. Parental involvement is an integral component within our Title I schoolwide plan. The success of our students is dependent upon the partnership of parents and our school community. For this reason, we strongly encourage and actively recruit parent and community participation in the development and ongoing monitoring of our plan. Title I family meetings are held a minimum of three times per year. The first meeting gives families an overview of Title I and the plan components of our school-wide program. Assessment data is shown to families and instructional growth strategies within the plan are communicated. A plan for Title I expenditures (based on needs assessment data) is shared with families. A parental involvement policy, developed by our Title I committee, which includes parents, is distributed in paper, and multiple electronic formats, in English and Spanish. Translated documents are made available for families upon request. Parents are also given information regarding how to become an active member on a decision-making committee, such as our Title I committee. The second and third meetings communicate plan updates and Title I expenditures and provides families opportunity for input through in person communication and electronically via surveys. Title I meetings are scheduled prior to a school event, such as our Family Literacy and Math Nights, to increase engagement. Parents of those most at risk are personally invited to be a part of Title I committee meetings. Additionally, to further enhance the connection between home, school, and the community, a portion of our Title I budget is designated to providing a full time Parent Liaison since the 23-24 school year. Our Parent Liaison works with all families to increase parent engagement within our school. The Liaison also works with community partners to provide after-school programming and other resources for our families. Parental feedback continues to indicate a strong sense of connection to our school and teachers. Our families love Jarman staff and the opportunities to be involved.

3. At Jarman Elementary, our mission is to prepare and ensure 100% of our students excel academically and socially, are college and career ready upon graduation, and become responsible citizens. This mission aligns with our district mission, which is: 100% Graduation, College and Career Ready. Upon reflection of our mission statement with our Title I committee, we adopted an all-encompassing mission motto of "U Matter" in the 2022-2023 school year. This mission still remains strong as we enter the 25-26 school year. Two years ago, our team started the important work of becoming a true professional learning committee. Part of this training included going through a process to provide clarity to our mission and vision. As a result, our team developed a solid vision statement to define what we must become to ensure our mission becomes reality, which is: As a Professional Learning Community, we share responsibility for all students to learn at high levels. We believe with this vision; our team will work together to empower students to achieve their highest potential in all curricular areas. We believe in student engagement, building a sense of community and

educating the whole child. Our team also developed a theme for this year, which is "Same Team. Stronger Together". This theme will help us to work together as PLC with a shared purpose, open communication, collaborative teamwork, mutual accountability, and collective trust in one another. Our primary focuses for this year continue to be: 1. Safety and well-being 2. Social and emotional learning 3. Building positive relationships 4. Academic learning and growth. These focuses also align with our district "Core 4" components, which are: Critical Thinking, Hope, Engagement, and Relevance. The vision and mission of Jarman Elementary was developed by the Title I leadership team and is revisited and revised yearly by the committee through our annual review.

Jarman's Title I Committee:
Shawna Thompson, Jarman Principal, Parent
Justin Vannest, Assistant Principal
Scott McCrary, Parent Liaison
Paige Bergin, Instructional Coach
Carrie Combs, School Counselor
Traci Gardner, Parent representative
Orlando Hawkins, Parent representative
Sterling Shidler, Pre-K Teacher
Laurie Chilcoat, Kindergarten Teacher
Ashley Hanslovan, 1st Grade Teacher
Sarah Kidd, ER1 Teacher
Lauren Meyer, 3rd Grade Teacher
Rachel Rhees, 4th Grade Teacher
Denise Thomas, 4th Grade Teacher
Emily Mose, ER1 Teacher
Isaac Herbert, Specialty Lead Teacher
Grace Roberts, Specialist Lead Teacher, Parent
Tina Vollmer, Special Education Lead Teacher

All Title I documents distributed by the school and communication regarding Title I are provided in English and Spanish. Documents are made available in all other languages upon the request of families. Our district provides a list of bilingual staff to provide interpretation services in multiple languages for events such as Meet the Teacher, Back to School Night, Parent Teacher conferences, etc. Additionally, Language Line is used to provide interpretation services for all languages when needed for communication at any time. Notification of all Title I events are communicated through a variety of platforms, including ConnectEd, via text, call, and email, as well as Talking Points and Jarman's SMORE newsletter, which are both translated into multiple languages. Our Title I plan can also be viewed on our district website. The website has a translation box that will translate documents into eleven different languages

2. Comprehensive Needs Assessment

☒ By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who were failing, or were at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency. ESEA Section 1114(b)(6)

Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESEA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement.
5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.

Addressing the above expectations, describe the outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide program.

1. Jarman's Title I Schoolwide Plan is developed based on a comprehensive assessment of needs, including performance/academic achievement data, non-performance data, process data and perception data. Our leadership team reviews a variety of data to determine schoolwide needs and to address the needs of children not meeting academic standards and those at risk of failing. Performance data includes state assessment data on the OSTP as well as STAR Early Literacy, STAR Reading and STAR Math, which are nationally normed, standards-based assessments given to all students grades K-5. Students' scores are reviewed each year to determine areas of need and focus for instruction. Other performance data utilized in the Comprehensive Needs Assessment include district developed CRTs for students in grades 3 through 5. These assessments are criterion based and administered two times per year to measure proficiency of state academic standards. At primary grade levels, we utilize curriculum embedded phonological assessments to gather data about emerging literacy skills and students' reading readiness. Additionally, English learners are assessed using the WIDA assessment. This assessment gives students an ACCESS (Assessing Comprehension and Communication in English State-to-State) score, which helps us plan instructional strategies to support language level needs. Non-performance data, including attendance and discipline data are tracked and monitored through Power BI within our student management system, Infinite Campus. Our team has developed multiple strategies to help us gather feedback from stakeholders and assess the needs of our community. A family survey is distributed at the second and third Title I parent meetings and allows for parents to make suggestions for improvement during the year. At the end of the school year, families and teachers are asked to complete a Title I Needs Assessment survey to help inform decision making for the next school year. The data collected is analyzed by our Title I leadership team to determine program effectiveness, family engagement/involvement, and to identify the strengths and ongoing needs of our school community. In addition to this data, our district works in collaboration with the University of Oklahoma to

survey our families, staff and students on the culture and climate of our school and district. The University of Oklahoma summarizes the information and shares the results with our school and district. Panorama is a tool our district has used for the past few years to collect data related to Social-Emotional wellbeing of students in grades 3 through 5. This self-reported data measures a student's growth mindset, emotional regulation, hope, supportive relationships, and self-management. This data is collected three times throughout the year.

2. Jarman Elementary serves approximately 592 students from Pre-k through fifth grade. We have a very diverse population, which includes multiple ethnicities and socio-economic groups. Approximately 85% of our population receive free or reduced meals. Within our school boundaries are 10 apartment complexes; many of which are Section 8. Our student demographics have remained consistent over the past ten years. In order to better understand the analysis of data and identified needs, a breakdown of demographics is listed below: 19.93% of students qualified for special education services, 19.80% of students enrolled are English learners, 17.1% of students receive services for Gifted and Talented, and 31% of our population is mobile. Our student ethnicity breakdown is as follows: 20.94% White, 25.33% Hispanic, 21% Black, 11.5% Asian, 16.72% Multi-race, and 3.5% American Indian.

Analysis of Data:

When looking at OSTP scores in Reading and Math in the 2024 school year, we saw an increase in proficiency across all grade levels and subject areas. While we gave primary credit to the work of our teachers and support staff who continually work hard to meet the varied needs of all students, we knew there had been a significant shift in cut scores, which impacted the validity of the data and gave us a false sense of achievement. The cut scores were again shifted in the 2025 school year, which were more closely aligned to the cut scores from 2023. Therefore, we have elected to compare preliminary 2025 data with that of 2023 data. Cross-sectional data for ELA shows 3rd grade growth increasing to 25% proficiency in 24-25 from 21% proficiency in 22-23. Our 4th grade ELA proficiency rates dropped 3% from 21% in 22-23 to 18% in 24-25. Our 5th grade ELA proficiency rates increased by 3% from 17% in 22-23 to 20% in 24-25%. When looking at longitudinal data for ELA, we see similar proficiency rates from 21% in 2023 as 3rd graders to 20% in 2025 as 5th graders. One significant observation of data is the decrease in percentage of students scoring below basic, from 45% in 2023 to 36% in 2025. This indicates we are moving in the right direction. Our math data shows an increase in proficiency across all grade levels, with the exception of 4th grade, who had a slight decrease in proficiency from 2023 data to 2025 data. However, even with a slight decrease in proficiency rates from 2023 to 2025, our 4th grade advanced percentage outpaced both 3rd and 5th grade by 7% or more with 12% of our students achieving an advanced score. The Advanced % rate in 2025 is higher than the past 5 years of OSTP data in all 3rd through 5th grades (with the exception of 3rd grade in 2024 at 15% Advanced- which is the same group of students). Cross-sectional data for math shows 3rd grade growth increasing from 15% in 22-23 to 20% in 24-25. Our 4th grade math proficiency rates decreased from 26% in 22-23 to 23% in 24-25. Our 5th grade math proficiency rates increased by 10 percentage points from 14% in 22-23 to 24% in 24-25. We see growth in our longitudinal data for math from 15% proficient in 2023 as 3rd graders to 24% proficient as 5th graders in 2025. In Science, we also see similar proficiency rates for the past three years, including 2024. These scores range from 22% in 2023 to 26% in 2024 and 25% in 2025. Overall, we see positive trends when looking at longitudinal cohort data for students across 3rd through 5th grades when students stay with our district and mobility is not a factor. A cohort analysis for ELA proficient and above shows an increase of 1% from 24% to 25% for students in 3rd through 5th who have remained at Jarman. We show a much greater increase for math in this study as well, with a 9% increase from 18% to

27% proficiency for those same students. We are also showing significant increases, such as the rate of students moving from Below Basic to Basic and above for this group of students. ELA shows an increase of 14% from 61% to 75% and Math shows an increase of 23% from 59% to 82%. These are areas to be celebrated. Factors such as, NFAY (Non-Full Academic Year), chronic absenteeism, and changes to cut scores continue to play a huge role in final performance scores, which have yet to be released.

When analyzing ELA OPI scores, we are excited to see that we had 29 students in grades 3, 4, and 5 who scored in the "Basic" category AND were within 10 points of meeting proficiency. Overall, there were a total of 86 students who fell in the "Basic" category out of 269 students tested. Of the 269 tested, we had 210 students who didn't meet proficiency. Of those 210, 41% scored "Basic" and 14% of those students were within 10 points (equal to a couple of questions).When broken down by grade level, we find 4 3rd grade students, 12 4th grade students and 13 5th grade students were within 10 points of meeting proficiency on the ELA assessment. We notice promising potential for growth with students who scored Basic, especially those within 10 points of proficiency.

When analyzing Math OPI scores, we see 36 in grades 3, 4, and 5 who scored "Basic" AND were within 10 points of meeting proficiency. Overall, there were 108 students who scored in the "Basic" category out of the 269 students tested. Of the 269 tested, we had 206 students who did not meet proficiency. Of those 206, 52% scored "Basic" and 17% were within 10 points of meeting proficiency (equal to a couple of questions). When broken down by grade level, we find 9 3rd graders, 11 4th graders, and 16 5th graders were within 10 points of proficiency on the Math OSTP. This is also promising data and gives us a guide to target specific students for intervention. This data could change when final results are released. Factors, such as NFAY, will impact these results.

When looking at STAR assessment data for the 2024–2025 school year, our overall reading proficiency rates reflect declines across nearly all grade levels, with the exception of first grade, which maintained its fall proficiency level into the spring. This year marks a shift from previous years, where we typically saw consistent growth across early elementary and minor declines in upper grades. Instead, four of the six tested grade levels declined, and only one held steady.

Kindergarten, which has historically demonstrated the greatest growth from fall to spring, saw a significant drop from 58% proficiency in the fall to 42% in the spring. This 16-point decline is inconsistent with trends over the last four years, where Kindergarten groups typically ended the year above 60% proficiency. First grade remained stable at 49% proficiency from fall to spring, which contrasts with the 27-point gain seen the previous year. While maintaining fall levels is encouraging, it still represents a missed opportunity for growth compared to historical performance.

Second grade showed a slight decline, dropping from 57% to 55%. Although second grade experienced a gain of 10 percentage (38% to 49%), this year's proficiency rate is more consistent with past performance. Students in this grade also transition from STAR Early Literacy to STAR Reading and typically experience slight dips as they adjust to new assessment formats and expectations. Third grade also experienced a decline from 50% to 44%, following the previous year's growth trend from 42% to 51%. This year's decline indicates a need to examine reading comprehension and fluency instruction more closely at this grade level.

Fourth grade, which generally holds stable or shows small gains, experienced a modest decline from 61% to 56%. While the drop is smaller than other grades, it still disrupts the growth pattern this grade level achieved in 2023–2024 (49% to 59%). Fifth grade had the second-largest decrease, falling from 65% to 52% proficiency. This group had shown promising improvement in the fall compared to their previous year, but the 13-point decline reinforces a multi-year trend of falling performance in our upper grade levels.

When analyzing subgroup data, proficiency trends were inconsistent and, in many cases, reflect significant disparities in achievement. The White subgroup, which typically performs above district averages, showed strong growth in second (59% to 73%) and fourth grade (67% to 79%), but declined in kindergarten, first, and fifth grade. This group still had the highest spring proficiency rates in most grade levels.

The Black subgroup experienced sharp declines in four of six grades, most notably in kindergarten, which dropped from 75% to 36%, and in Fifth grade, which fell from 61% to 48%. These drops are especially notable when compared to the previous year's gains in all but Fifth grade.

The Hispanic subgroup had some of the lowest spring proficiency scores, especially in kindergarten (28%) and fifth grade (31%). Small gains were made in first (24% to 33%) and third grade (31% to 35%), but overall, this subgroup continues to underperform compared to others. This pattern has remained consistent across the last two years and warrants continued targeted intervention.

The Native American subgroup, although small in size, showed concerning data, with kindergarten proficiency dropping to 0%, and fifth grade remaining at 0% in both fall and spring. Although the size of this group impacts score variability, multiple grades showed little or no growth, pointing to a clear need for support.

The Asian subgroup, which has historically been one of the highest performing, showed declines across all grade levels, with a sharp decline in first grade (80% to 50%). However, this subgroup maintained strong performance levels, despite the declines from fall to spring in upper grades, with second (75%), third (78%), fourth (70%), and fifth grade (73%). This group continues to remain among the highest achieving across all subgroups.

The Multi-racial subgroup had mixed outcomes. First grade rose from 62% to 70%, and second grade from 40% to 64%. However, Kindergarten dropped from 50% to 38%, third grade from 64% to 50%, and fourth grade saw a steep decline from 60% to 29%. Fifth grade slightly improved from 77% to 79%, making it the only subgroup with an increase at that grade level.
Overall, the 2024-2025 data reflect a shift away from prior growth trends in early literacy and reading, highlighting a need for renewed instructional focus across multiple grade levels and student groups. Key areas of concern include significant regression in kindergarten, declines in Black and Hispanic subgroup performance, and reversals in growth for high-performing groups like Asian students in early grades. With strategic use of this data, there is an opportunity to better align instructional supports, enhance intervention systems, and close achievement gaps in preparation for the 2025-2026 school year.

Similar to trends in prior years, our STAR Math data for the 2024-2025 school year reflects a mix of growth and decline across grade levels. While primary grades show some improvement, the overall rate of growth is lower than what we typically see in STAR Reading. First grade was the only grade level to experience

notable growth, increasing from 31% proficiency in the fall to 41% in the spring. Second and third grades showed minimal growth, with second grade increasing from 42% to 46% and third grade from 35% to 40%. In contrast, both fourth and fifth grades saw declines. Fourth grade dropped slightly from 51% to 48%, while fifth grade had the most significant decrease, falling from 59% to 49% proficiency, reversing the gains we had seen from this same group as 4th graders in the previous year.

When comparing this year's spring data to last year's same-grade-level performance, we see a downward trend in nearly every grade. First grade dropped from 71% proficiency last spring to 41% this year, a significant decline of 30 percentage points. Third grade also dropped by 5 percentage points, from 45% last year to 40% this year and Fourth grade experienced a loss of 8 percentage points. Fifth grade is the only grade to show an increase in proficiency from 37% in the spring of last year to 49% this year.

When viewing the data longitudinally, the fifth grade class had shown a gradual increase since 2nd grade, increasing from 50% as 2nd graders to 54% as 3rd graders to 56% as 4th graders. This trend reversed in their 5th grade year with a drop in proficiency to 49% at the end of the year. The most significant longitudinal drop occurred in this year's second grade group. Last year, they had a proficiency rate of 71% as first graders, but only 46% as second graders this year-a 25-point decline. Unlike this group, our fourth grade cohort has demonstrated consistent proficiency levels over time, holding relatively steady at 45–51% over the past three years.

When looking at math data by subgroups, we see that no grade level experienced growth across all subgroups, which is similar to our STAR Reading data. However, first grade, third grade and fourth grade were close to achieving this goal, as each of those grades only had one subgroup who saw a loss in growth or no change from fall to spring. Our Asian subgroup continues to outperform all others, with high proficiency rates in all grades. The lowest proficiency rate of this subgroup is 63%, which is still higher than most subgroup proficiency rates. First grade Asian students increased slightly from 80% to 83% and from 78% to 80% in fourth grade, and third grade had a larger increase, improving from 67% to 78%. Fifth grade Asian students experienced a drop from 90% in the fall to 70% in the spring, though they remain one of the highest-performing subgroups and the highest in fifth grade. The White subgroup also performed well overall, with consistent growth in grades 1 through 4 and stable proficiency in grade 5 (63% in both fall and spring). White students showed gains from fall to spring in every grade except fifth, and their rates range from 53% to 74%.

In contrast, our Black and Hispanic subgroups reflect mixed results, with several areas of concern. The Black subgroup had declines in three of five grade levels. The most concerning drop occurred in third grade, where proficiency fell from 56% to 29%. First grade also declined, from 25% in the fall to 20% in the spring. The Hispanic subgroup had minor gains or stagnation across most grade levels, but still posted lower overall proficiency rates, ranging from 29% to 35%. This subgroup's performance is consistent with previous years, remaining below site and subgroup averages. The Native American subgroup continues to reflect inconsistent data due to low student counts. While some grades showed very high or 100% proficiency, these numbers represent 1–2 students and should be interpreted with that knowledge. Of concern is the fifth grade Native American group, which dropped from 100% in the fall to 50% in the spring.

Multi-racial subgroup performance showed minimal changes. First, third, and fourth grades saw small increases, while second and fifth grades dropped in proficiency. The greatest decline was in fifth grade, which dropped from 62% to 53% proficiency. This group's data is mixed overall, with no clear upward or downward trend across the grade levels.

Overall, STAR Math data from 2024-2025 show a need to prioritize math instruction and supports, particularly in upper grades and within subgroups that continue to fall below proficiency benchmarks.

In 24-25, our district CRT assessments for Math and ELA were administered two times in grades 3 through 5. In past years, CRT proficiency was determined by taking an average of three assessments or by the third-quarter exam alone, which focused on cumulative skills taught throughout the year. However, in 2024–2025, due to district changes, the proficiency data reflects only the average of two CRT assessments rather than three, which may impact the overall analysis of proficiency levels as compared to previous years. Additionally, the performance bands for this year were adjusted slightly: "Below Basic" now includes students scoring between 0–49%, "Basic" is 50–74%, "Proficient" is 75–89%, and "Advanced" is now 90–100%.

When looking at ELA data for 2024–2025, we continue to see low levels of proficiency across all three tested grades. Only 12.6% of 3rd grade students scored in the proficient or advanced range, which is slightly higher than the previous year's 7% proficiency rate. In 4th grade, 33.4% of students scored proficient or above, which is a notable increase from the 20% seen in 2023–2024. Fifth grade ELA held steady in proficiency, with 36% proficiency in 2024 to 35.4% proficiency in 2025. The largest group of students in all three grade levels continue to fall in the "Below Basic" and "Basic" range: 88% in 3rd grade, 72.8% in 4th grade, and 64.7% in 5th grade. Although the 3rd grade Below Basic rate is slightly improved from last year's 65%, it is concerning that the majority of our students still fall below the expected proficiency benchmark.

When we compare ELA CRT data to STAR Reading proficiency rates, we again find a significant discrepancy. For example, while only 12.6% of 3rd graders were considered proficient on CRTs, STAR data showed 44% proficiency in reading for the same group. This misalignment continues in 4th and 5th grades as well, raising questions about the consistency of assessment alignment, timing of administered content, and test coverage of taught material. Additional consideration should be given to the fact that students who did not complete both CRT assessments were not included in the average data.

CRT Math data continues to reflect concerns across most grade levels. For 2024–2025, only 16.1% of 3rd grade students scored proficient or advanced, down from 24% in 2023–2024. Fourth grade students held steady in performance, with 25.8% scoring proficient or advanced, compared to 26% the previous year. However, fifth grade had the greatest increase in proficiency moving from 19% in 2023-2024 to 32.4% in 2024-2025 . Like Reading results, Math numbers remain troubling, especially when considering that most students fell in the "Basic" or "Below Basic" categories. Over half of 3rd grade students (57.6%) scored Below Basic, and nearly one-third of 4th graders (31.3%) and one-quarter of 5th graders (25.3%) fell into the same range.

Again, these results show a large gap between CRT and STAR assessment data. According to STAR Math proficiency scores, 40% of 3rd grade students and 48% of 5th grade students met proficiency standards, which contrasts sharply with the 12.7% and 32.4% proficiency rates reported on CRTs. These variations may

be attributed to differences in the format, timing, and scope of the assessments, as well as the challenges of covering tested material before mid-year benchmarks.

Longitudinally, while our 4th grade students have shown incremental growth in both ELA and Math from 3rd to 4th grade, our 5th grade cohort has remained stagnant or declined across both subject areas since their 3rd grade year. The 3rd grade group of 2024–2025 has the highest percentage of students scoring Below Basic in both Math and ELA, indicating a need for focused foundational skill instruction in earlier grades and potentially further analysis of curriculum pacing.

Overall, the 2024–2025 CRT data continues to emphasize the need for close examination of curriculum alignment, assessment timing, and intervention supports. The disconnect between CRT and STAR proficiency levels warrants further investigation to ensure that students are being accurately assessed and supported in reaching grade-level expectations. In previous years, we have seen a strong correlation between OSTP results and CRT data. We are awaiting final OSTP results and will analyze correlation of this data when it is received.

An analysis of ACCESS performance scores was completed for the 2024–2025 school year and reveals some notable shifts in English language proficiency across our EL student population. While last year's data showed encouraging growth with 21% of students achieving Fluent English Proficient (FEP) status, this year that number decreased to 9% across grades 1 through 5. This drop is most evident in our 5th-grade cohort, which saw a significant decline from 63% FEP in 2024 to just 13% FEP in 2025. Similarly, our 4th-grade group decreased from 28% to 18%, and our 2nd-grade group dropped by 5%. Despite this, 3rd grade experienced a slight increase in FEP students from 9% to 13%.

While fewer students reached FEP this year, the percentage of students in the expanding proficiency band (4.0 to 4.7) increased from 21% last year to 23% in 2025. This group is close to meeting FEP status, which is 4.8 or higher. This shift suggests that EL students are making steady progress in their language development, even if they have not yet exited services. At the same time, students in the entering (1.0-1.9) and the emerging range (2.0-2.9) showed a downward trend with 36% of students in these bands in 2025 compared to only 16% in the previous year.

Kindergarten data, while not included in the overall FEP totals, reflects a high concentration of beginning language learners, with 62% scoring in the 1.0-1.9 range, similar to the prior year. No Kindergarten students reached FEP or scored above 4.0, which aligns with typical expectations for this grade level.

At the grade level:

- Grade 1 showed no FEP gains and showed a downward trend in proficiency categories for entering, emerging and developing.
- Grade 2 showed no FEP proficiency. However, the percentage of students moving into the expanding category increased from 14% to 25%, making a 9% gain.
- Grade 3 showed mixed progress: a small FEP increase, but a drop in the 3.0-3.9 band, and a higher percentage falling into 2.0-2.9.

- Grade 4 had one of the most noticeable shifts: while the FEP rate dropped, a large portion of students moved from 3.0-3.9 into the expanding category (4.0-4.7), suggesting that although students didn't exit, many are still progressing steadily.
- Grade 5 had the most significant regression, with a 50-point drop in FEP status. However, many students are now in the 3.0-3.9 range and remain on the path toward proficiency.

Overall, although we did not see the same gains in FEP status as we did in the previous year, the increase in students progressing into the developing proficiency range is a positive indicator of long-term language growth. The decline in FEP percentages is a reminder that fluctuations can occur year to year due to a variety of factors, including changes in cohort composition, test scoring bands, and academic rigor. Continued support from our EL instructional coach remains critical, particularly in the early grades, where many students are still in the initial stages of language acquisition.

Attendance data:
Jarman's overall attendance rate for the 2024-25 school year was 93.44%, which is slightly up from 93.31% in the 2023-24 school year. The percentage of students arriving at school tardy increased from 4.53% in 2023-24 to 4.88% in 2024-25. Our Kindergartners once again had the lowest attendance rate in grades K-5, which was 90.70%. This is a regression from 91.51% in the previous year. Our 4th grade students, in the 2023-24 school year, had the highest overall attendance rate among the grade levels and maintained that status in 2024-25 as 5th graders with a 94.94% attendance rate. This rate was followed closely by our 4th grade students, with a 94.49% attendance rate. When looking at ethnic groups across all grade levels, our Asian subgroup continues to maintain the overall highest average attendance rate of 94.77%. The Asian subgroup's attendance rate could be a contributing factor in their higher performance levels in the majority of grade levels. Our Native American subgroup had the lowest overall average attendance rate of 89.52%, and were the only group to fall below 90%. However, this subgroup did increase their attendance rate from the 23-24 school year, which was 87.43%. As a subgroup, our Native American student attendance rate was below the school's overall average in all grade levels except Pre-Kindergarten and 3rd grade. It should be noted that this subgroup represents a low percentage of our student population, including only 21 students. Chronic absenteeism rates showed improvements in the 2024-2025 school year, with 17.8% of students missing 10% or more of total school days, which is down from 2023-2024 at 21%. While this status decreased, we did notice an increase of students approaching chronic absenteeism, which is up from 24% in 2023-2024 to 29% this year. Chronic absenteeism improved in all grade levels, with the exception of Kindergarten and 2nd grade. Kindergarten went from 22% chronically absent in the 2023-2024 school year, to 33% chronically absent in the 2024-2025 school year, and 2nd grade went from 16% chronically absent in 2023-2024 to 18% in 2024-2025.We do see that our mobility rate, which was previously showing a slight decrease, has increased from 29% in the 2023-2024 school year to 31% in the 2024-2025 school year. When looking at ethnic subgroups, we see the highest mobility rates are among our black students, who had a mobility rate of 40% and our Hispanic students, who had a mobility rate of 19%. This is significant when considering student achievement data in the same subgroups. Additionally, we continue to see a large number of students being identified as homeless, which includes 44 students in the 2024-2025 school year. Trends in previous years have indicated that attendance rates are higher for students who stay at Jarman more than a year.

Jarman's overall staff attendance rate for the 2024-2025 school year was 89%, which is down slightly from the previous year's rate of 91%. Sick leave remained the largest category of absences, accounting for 43.5%

of all leave. Other types of leave included 14.5% personal, 19% professional, 7% maternity/parental leave, 2% athletic, 0.3% fine arts, 0.6% jury duty, 2% funeral/bereavement, and 11% other (extra help). In comparison, during the 2023-2024 school year, 49% of absences were sick leave, 16% personal, 17% professional, 4% maternity/parental leave, 4% athletic, 1% fine arts, 3% funeral/bereavement, and 6% other (long-term sub/extra help).

Our professional leave, which is considered a welcomed leave type, increased slightly from 17% to 19% this year, showing continued engagement in professional development and learning opportunities. Maternity and parental leave also increased from 4% to 7%, reflecting the personal and family needs of staff. At the same time, sick leave decreased from 49% to 43.5%, which may suggest some positive gains in staff health or attendance support.

While our overall attendance rate remained relatively strong, it was impacted by a range of significant personal and professional events that contributed to staff absences. As a school, we remain committed to fostering a positive culture that emphasizes belonging and support, which we believe encourages staff to be present and engaged. Continuing to prioritize professional development, while also attending to the well-being and personal needs of our team, will remain a focus in the year ahead.

Discipline Data:
School-wide discipline data shows us that 79% of students at Jarman did not receive a discipline referral throughout the 2024-25 school year, while 21% of students received at least one referral. There was a total of 373 incident reports, which involved 122 students in Pre-K through 5th grade. This reflects a decrease from the previous year, in which 126 students were involved in 411 incidents.

Suspensions accounted for a significant portion of discipline outcomes, with 36 out-of-school suspensions and 267 in-school suspensions recorded this year, compared to 76 out-of-school and 274 in-school suspensions the year prior. The number of Administrative Discipline Requests (ADR) also decreased from 47 in 2023-24 to 27 in 2024-25.

When reviewing grade-level data, suspensions were highest in 4th and 5th grade, with each grade accounting for 37% of its student population suspended. Pre-K recorded 13 suspensions, kindergarten 38, first grade 22, second grade 61, third grade 58, fourth grade 82, and fifth grade 65.

Looking at discipline by subgroup data, disproportionality continues to be a concern. Out of 373 total incidents:

- 130 incidents involved Black students
- 155 incidents involved Multiethnic students
- Together, these two groups accounted for more than double the total referrals of Asian, Native American, White, and Hispanic students combined.
- Special Education students accounted for a significant percentage of suspensions, ranging from 25%-50% of suspensions at each grade level.

Additionally, incident reports included 11 substantiated incidents of bullying and 14 incidents involving homicidal threats. There were no reports of weapons possession, drug, or alcohol-related incidents this year.

Our Black and Multi-ethnic subgroups remain the highest groups to receive referrals, while students identified as Special Education (IEP/504) continue to be disproportionately represented in suspension data. Many of these students have also been impacted by trauma. While our ongoing work with Dr. Sorrels has supported staff in implementing trauma-responsive strategies and helping students learn self-regulation, continued effort in this area is necessary, particularly for those most severely impacted.

We believe progress has been made through preventative supports such as behavior groups facilitated by our behavior technician. However, the loss of ESSER funding for the 2024-25 school year has impacted our ability to provide nurture groups led by a full-time interventionist. Moving forward, Jarman plans to continue our discipline task force led by a member of the guiding coalition. This group regularly reviews discipline data throughout the school year with a focus on school-wide preventative measures.

As we look ahead, there is a continued need to build capacity for trauma-responsive strategies to help students succeed in the classroom. Our administrative team, which includes the principal, assistant principal, instructional coach, and a lead teacher, attended a fellowship with Dr. Sorrels in the summer of 2022. Since then, we have continued to send teachers and paraprofessionals to the fellowship, with district funds supporting two teachers per elementary school each summer and Title funds allowing additional staff to attend in 2023, 2024, and 2025. This investment has built knowledge, provided tools, and fostered greater capacity to meet the needs of our students.

3. An analysis of student, staff, school, and community strengths and needs was completed using a variety of perception data. Feedback from our annual OU Family Survey and Jarman's site family survey continues to reflect strong support and trust from families, while also highlighting areas for ongoing focus. Participation in both surveys remained consistent, with 37 respondents on the OU Family Survey and 19 families completing the Jarman survey-up slightly from 12 the year prior, though still lower than we would like.

On the OU Family Survey, where scores range from 1 (lowest) to 6 (highest), families once again expressed high levels of trust and satisfaction, both receiving ratings of 4.88 or higher. The highest-rated category this year was Quality of Instructional Program at 5.01, demonstrating families' appreciation for the academic support their children receive. This was closely followed by Parent/Guardian Trust in School, reflecting the ongoing strong relationship between families and our school staff.

Holistic Student Learning, which includes academic, social, and emotional development, was rated at 4.97, nearly matching last year's score of 4.94 and remaining one of the top-rated indicators for the second year in a row. Scoring at 4.96 is School outreach, which indicates our families' satisfaction with our communication efforts. While Parent/Guardian Growth Mindset continues to be the lowest-rated category at 4.5, it remains consistent with the previous year's score (4.55), indicating a continued area for improvement.

The Jarman Family Survey further supports these findings. Families gave an average rating of 8.83 out of 10 for their connection to the school, which mirrors that of 2024 findings. This area is still up compared to a rating of 7.67 in 2023. Parents continue to express feeling welcomed and involved, a trend likely bolstered by increased in-person family engagement events, such as the well-received "Reading Around the World" family night. This event, aimed at celebrating our diverse student body, was highlighted in survey responses as something families would like to see return. While families feel a strong connection to the school and

staff, surveys responses indicate continued opportunities to connect with other families through events, such as Cultural Night, Family Fall Festival, Movie Night, Family Game Night, and Popsicles on the Playground.

Effective communication remains a clear strength, with 100% of families indicating satisfaction in this area- an increase from 83% last year and consistent with the historically high scores in prior years. This improvement may reflect adjustments made in communication methods to better reach families through a streamlined platform and in a family's home language. Talking Points has been a valuable communication tool to reach all families in a timely manner. Efforts will continue to be made to focus on providing timely communication regarding weekly updates and learning objectives from all teachers, including non-homeroom teachers. This will ensure families are aware of what is happening in all classrooms.

Student safety also saw continued strong ratings, increasing to an impressive 9.28 out of 10, the highest score for this indicator in the past five years. We attribute this boost to enhanced safety measures, including the recent renovation of our secure front entry and office area. This investment not only improved physical security but also strengthened the perception of safety among families.

Lastly, families continue to believe that Jarman is meeting their children's academic needs, scoring this area at 9.0 out of 10, slightly down from 9.08 in 2024 but still significantly higher than the 8.22 rating reported in 2023. This reflects the sustained effort of our teachers and support staff to meet the individual learning needs of every student.

The feedback received from both the site teacher survey and the 2024-2025 OU teacher survey reflects a culture of ongoing growth, strong relationships, and deep commitment from our staff. While not quite as overwhelmingly positive as last year, the OU survey still shows encouraging results. This year, 5 of the 21 indicators scored 5.0 or above and are highlighted green on a 6-point scale. These indicators include: Intent to Leave, Teacher Workplace Connectedness, Faculty Belonging, Competence Satisfaction, and Teacher Distrust in Students. These results reflect continued dedication from staff and a strong cultural foundation within our building.

Another 13 indicators scored between 4.0 and 4.99, placing them in the yellow range, indicating stable satisfaction and some areas for reflection. These include Collective Teacher Efficacy, Enabling School Culture, Faculty Trust in Colleagues, Faculty Trust in Principal, Job Satisfaction, Organizational Commitment, Principal Support of Student Psychological Needs, Principal Support of Teacher Psychological Needs, Program Coherence, Strategic Plan, Transformation Leadership Behavior, Faculty Trust in Parents/Guardians, and Faculty Trust in Students. It worthy of noting Faculty Trust in Parents/Guardians as well as Faculty Trust in Students were both rated higher than the past five years surveyed.

Only three indicators were identified as red (scoring below 4.0): Autonomy Satisfaction (3.87), Teacher Burnout (3.80) and Professional Development Opportunities (3.70), all of which represent key areas of concern to be addressed in the coming year.

The highest score received on this year's OU survey was Competence Satisfaction (5.10), which indicates a high degree of self efficacy. This indicator was closely followed by Intent to Leave (5.01), Teacher Workplace Connectedness (5.01), Teacher Distrust in Students (5.01), and Faculty Belonging (5.06), all

signally despite challenges, teachers feel connected to one another and committed to staying. Teacher Distrust in Students showed notable improvement, moving into the green category from yellow. This is an encouraging shift that reflects strong relationship-building and investment in our students' potential.

One area of concern is the decline in the score for Professional Development Opportunities, which dropped from 5.04 last year to 3.70, moving from green to red. While teacher feedback on our site-based coaching and support remains strong, this decline suggests a potential disconnect between PD offerings (district or site) and staff expectations or needs. Teacher burnout also remains a persistent issue, with this year's score at 3.80. While this is a slight increase from 3.33 last year, it remains in the red range and underscores the continued need to examine teacher workload, time demands, and wellbeing.

Teacher feedback from the site survey highlighted appreciation for collaborative structures, professional development with our instructional coach, and the growing strength of our Guiding Coalition. Teachers reported success with instructional coaching and appreciated the individualized and team support offered throughout the year. All staff who participated in an impact cycle with the instructional coach met or exceeded their student-centered goals. We also continue to benefit from the foundation laid during our work with Dr. Kierstan Barbee, whose support in developing Teacher Clarity has helped shape instructional practices across our building. Jarman was recognized again this year as a model site for Teacher Clarity, and several of our teachers were selected to be featured in a national training video to showcase strong practice.

Additionally, Union Public Schools, including Jarman, was recognized at the National Teacher Clarity Conference as exemplars for Teacher Clarity. District teachers are encouraged to observe Jarman teachers showcase Teacher Clarity practices in their classrooms through walkthroughs as part of training. Additionally, Jarman's work with Doug Gee from Solution Tree helped us refine our PLC framework. As a result, we moved from a lead teacher structure to a true Guiding Coalition that aligns team efforts with our site's mission and priority goals. This shift continues to increase our focus on data, vertical alignment, and academic progress through a cohesive, collaborative approach. In the 24-25 school year, we brought in Jacquie Heller from Solution Tree to guide us in our collaborative work as a PLC. Teams modeled and observed collaborative practices in real-time. This work provided us with valuable learning experiences to help improve the work of our professional learning teams.

Staff also noted a strong desire for continued training in SEL and trauma-informed practices, particularly as they relate to implementation in the classroom. Teachers continue to value the knowledge gained through our work with Dr. Barbara Sorrels, and they've expressed appreciation for the Hope Hub and the practical tools it provides. However, they have requested additional support in using Hope Hub resources effectively and in utilizing Panorama data to address SEL needs. These areas will continue to be a focus for PD moving forward.

Additional responses indicate a need for continued support in the following: Mastery Connect guidance and support, Refining intervention strategies and practices, Understanding MTSS and the process for CST (Child Study Team), Small group instruction (Tier 2 in the classroom or planning intervention for Blitz), Student Engagement, Routines/Structure including Morning Meeting, Curriculum/Resource Support, and Writing Instruction.

While teachers felt they made great progress with regard to positive relationship building, there is still a need for focus on community and relationships with continued guidance for morning meeting, routines, and structure. Teachers value the professional development they have received in trauma-informed and trauma responsive instruction but continue to identify safety and wellbeing as well as social and emotional support as a priority for ongoing needs. Lastly, a great deal of progress has been made regarding EL instruction and professional development support in our school and district. Additionally, our district's EL focus for this year is to move from Compliance to Competence, as we are no longer under an agreement with the Department of Justice. As a site, we now have 12 staff members who have obtained certification in English as a Second Language. All staff who work with EL students will continue on a pathway towards competence receiving EL PD and coaching to support best practices in the classroom. Prior to the 22-23 school year, only 4 staff members were certified in ESL, so we have made great progress in professional growth in this area. Support with regard to EL strategies and scaffolds in order to better serve the language needs of our students continues to be an ongoing priority for our district. Prior to the 23-24 school year, our site had one full-time EL instructional coach, which is necessary for meeting the demands of our growing EL population, which is 20% of our student body. However, in 23-24, we were reduced to a ½ time EL instructional coach. We believe this reduction in service has impacted growth as we have seen a decline in students' language proficiency. We believe having a full time EL instructional coach is necessary in order to make adequate academic growth.

Despite some challenges reflected in this year's data, including the drop in PD satisfaction and the continued concern around burnout, it is clear that Jarman staff remain deeply committed to students, to one another, and to the work of continuous improvement. The positive growth in trust, belonging, and clarity is a testament to our collective efforts to foster a safe, collaborative, and mission-driven learning environment. We continue to be proud of the dedication, mindset, and heart our teachers bring to their work each day. Their feedback not only reflects current success but also helps guide our priorities as we move forward in the 2025-2026 school year. These priorities align well with our ongoing work within the PLC framework and our focus on clarity, collaboration, and responsiveness to student needs.

Student perception data is collected through the surveys distributed by the University of Oklahoma. Overall, survey data was an average of 4.56 on a 6-point scale, which indicates "agreeable" responses. Most responses were yellow (4+ range) with three responses green (5+ range) and two red indicators (3 and below range). While the overall average remained the same as the 2023–2024 school year (4.56), we saw improvement in 5 of 14 indicators, with Autonomy Supportive Instruction, Children's Hope, Community Relational Support, Competence Supportive Instruction, and Safety. Student Identification with School, Growth Mindset, Cyberbullying, Home Academic Emphasis, Student Trust in Students and Peer Relational Support remaining stable with only minimal shifts whether an increase or decline. Bullying and Student Trust in Teachers remained the same from the previous year.

Autonomy Supportive Instruction had the largest increase, moving from 4.55 to 4.75. While Mission Ownership had the largest decline (4.88 to 4.67). Other indicators worthy of noting include Safety, which moved from the yellow category to green and Community Relational Support has remained one of the highest indicators for our site. Children's Hope, while slightly improved from 4.12 to 4.15, continues to remain in the yellow range and will remain a site and district priority. This aligns to the continued importance of our priority goals: Social and Emotional Learning, Academic Achievement, Positive Relationships, and Safety and Well-being. Students still indicate concerns about Bullying, which remains in

the red at 3.44, and Student Trust in Students, which is also red with a score of 3.74. These two indicators have not improved from the previous school year and remain important focus areas.

Our counselor has continued work on bullying prevention through guidance lessons and support groups. We remain committed to furthering these efforts through intentional SEL instruction and relationship-building strategies.We are encouraged by this continued positive perception and hope to see this pattern continue as we remain focused on our goals and students' social-emotional and academic success.

Overall, both the district OU Survey for Staff, Families, and Students and the Jarman Family Survey reflect strong family-school relationships, clear communication, and trust. While participation rates remain an area to improve, the feedback collected continues to validate our efforts and point us toward opportunities to grow even stronger in serving our students and their families.

4. After careful review of all data noted above, a list of priorities was developed by our Title One leadership committee. The priorities are aligned with our site goals and district's Core 4 elements and are listed as follows:

Priority Goal #1- Safety and Well-Being

- **Action Plan –**
  - Develop and implement task force(s) to support priority goal 1. Review/revise purpose, description, and identify action steps.
  - Provide a safe place/calm down area for students within the classroom to encourage and promote a safe classroom environment.
  - Implement a school-wide discipline plan with clear, tiered, behavior strategies that emphasize restorative practices and build hope and trust.
  - Provide intentional tiered interventions for students who need additional support with Social and Emotional well-being.
  - Provide a safe and welcoming environment that emphasizes hope and optimism as key SEL outcomes.

Priority Goal #2 – Social-Emotional Learning

- **Action Plan -**
  - Develop and implement task force(s) to support priority goal 2. Review/revise purpose, description, and identify action steps.
  - Foster SEL through modeling and classroom activities that are relevant to students' real lives and cultural identities, supporting them in building positive relationships and managing emotions.
  - Incorporate music and movement through rhythm-based activities school wide for the purpose of promoting self-regulation.
  - Encourage use of Hope Hub and SEL library curated lessons to strengthen social-emotional health of students.
  - Foster an environment of Hope for staff and students through focused professional development and partnerships.
  - Provide professional development that embeds the science of hope theory and connects SEL competencies to student academics and personal goals.

- Continue to build and utilize SEL materials and resource library to support needs within the classroom and sensory lab.

Priority Goal #3 – Positive Relationships

- **Action Plan -**
  - Develop and implement task force(s) to support priority goal 3. Review/revise purpose, description, and identify action steps.
  - Aspire to make a positive difference in the lives of our students, staff, and community by creating a culture that fosters respect, responsibility, and safety.
  - Implement daily morning meeting/family meeting that promotes critical thinking, self-reflection, and gratitude for a positive classroom environment.
  - Work hard and play hard…find opportunities to celebrate and encourage one another in fun and meaningful ways.
  - Create cohesiveness with school leadership, community partners, Community Schools Parent Liaison, teachers, staff and families to expand learning opportunities for students during school and out of school time.
  - Continue growing a network of partnerships to help children and families succeed.
  - Create structures and support systems to monitor student attendance, support families, and promote student success.
  - Strengthen relationships with families through improved communication and by providing collaborative opportunities for parental engagement/involvement focused on student success.
  - Create opportunities for Jarman students, staff and families to engage in and embrace the diverse culture within our school community.

Priority Goal #4 – Academic Achievement

- **Action Plan -**
  - Develop and implement task force(s) to support priority goal 4. Review/revise purpose, description, and identify action steps.
  - Foster the development of a PLC embraced by all staff to carry out the goals and objectives of our school wide plan led by the Guiding Coalition/leadership team.
  - Embed focused professional development for all staff through the support of the leadership team, instructional coach, and instructional partners to improve practices in all curricular areas. Focused PD includes PLC, Clarity, RTI/Data Teams, Hope, SEL, Trauma Responsive Instruction, and other evidence-based instructional practices geared to increase student achievement.
  - Increase student achievement through continual review of state standards and it's alignment to curriculum resources and assessments in reading and math in order to increase student achievement.
  - Use data to inform instruction when collaborating and planning as a team; including coaching cycles, child study teams and collaboration/data team meetings. Incorporate collaborative opportunities for specialists and classroom teachers to align standards and learning objectives and communicate feedback.
  - Encourage teachers to partner with the instructional coach and EL coach in order to set and meet student centered goals.

- Increase depth of knowledge in teacher clarity through individual and team professional development opportunities to increase teacher efficacy.
- Implement teacher clarity to increase visible learning for students in the classroom. Use continuum of Teacher Clarity to determine individual next steps.
- Implement district selected curriculum resources and pacing guides with integrity in order to meet state standards and skills.
- Continue the implementation of academic intervention and enrichment to increase all levels of learning.

5. Our Title I plan continues to evolve each year through thoughtful evaluation of goals and strategies to ensure continuous improvement. We are encouraged by several bright spots in our academic, attendance, and language proficiency data. Although our Black subgroup has historically been identified for additional support, this group did not receive a "targeted focus" designation for either the 2023-24 or 2024-25 school year, which is a positive shift. While there were some sharp proficiency declines this year, particularly in kindergarten and fifth grade for reading and 4th grade math, previous academic growth in STAR Reading across multiple grade levels and sustained performance in math for second and third grades indicate that intervention efforts are having some impact. Our Asian subgroup remains among our highest performing, with students consistently achieving an average of 70% proficiency across grade levels, despite slight declines in the 24-25 school year.

While we had notable language proficiency growth in 24-25, we did notice a shift in language proficiency for the 24-25 school year with fewer students reaching FEP status. However, one positive take away for 24-25 is percentage of students moving into the expanding proficiency band (4.0 to 4.7), which increased from 21% last year to 23% in 2025. We are hopeful this group of students will reach FEP status in the coming year, which is a score of 4.8 or higher. The growth in this category suggests that EL students are making steady progress in their language development, even if they have not yet exited services. We know only having a part-time certified EL instructional coach did have an impact on overall EL data, so we continue to advocate for full-time support. One of the ways we support the needs of our EL population who require direct language instruction, is to provide targeted support during our intervention block. Additionally, our reading team, including our Reading Specialist, Title I Language Arts Specialist and Title I Language Arts aide work with groups of students, identified with the same skill deficits to provide intervention. The support this staff provides is crucial for providing targeted instruction, with appropriate scaffolds and language-rich instruction.

Our focus on improving Attendance has paid off as we see many positive trends in our data. The overall school attendance rate increased slightly from 93.31% to 93.44%, and chronic absenteeism decreased from 21% to 17.8%, showing improvement across nearly all grade levels. Fifth grade students posted the highest attendance (94.94%), followed closely by fourth grade (94.49%). The Native American subgroup, though small, showed a noteworthy increase in attendance from 87.43% to 89.52%, while the Asian subgroup continues to lead with the highest overall attendance rate. Their strong average attendance rate of 94.77% is one factor we feel contributes to their sustained academic success.

Taken together, this data demonstrates that our intentional focus on layered supports, targeted interventions, and a commitment to student well-being is positively impacting multiple indicators of student success. We can attribute a great deal of success to the right interventions and supports from specialists, including our

GATE specialist, EL Instructional Coach/Specialist, Reading Specialist, Language Arts Specialist, and Title I paraprofessionals.

Positive relationships is also an area we find is a great strength of our school community. In the 2024-2025 school year, we continued to grow in our commitment to developing meaningful family and community engagement. Multiple opportunities were planned and implemented throughout the year to welcome families into our building and foster deeper partnerships between home and school. Events such as family literacy nights, math games night, multicultural celebrations, and student performances saw high levels of participation and positive feedback from families, indicating that our efforts to build strong school-home connections are appreciated and impactful.

Teacher perception data regarding school culture and climate remained consistently positive, especially with regard to "belonging" and "sense of community." We credit this to the intentional focus placed on relationship-building among staff, students, and families. Fellowship opportunities, both during and outside of the school day, have helped create an environment of trust, belonging, and shared purpose.

As we continue to develop our Professional Learning Community (PLC) framework, we are seeing encouraging shifts in collaboration and alignment toward our site's priority goals. This collective effort is contributing to a culture where staff feel connected, supported, and unified in their mission to serve all students. We recognize that positive relationships remain the foundation of a thriving school climate, and we will continue to prioritize relational capacity as a key driver of ongoing success.

3. Schoolwide Plan Strategies

☒ By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA Section 1111(c)(2)) to meet the challenging state academic standards;

- use methods and instructional strategies (consider evidence-based strategies as defined in ESEA Section 8101(21)) that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; ESEA Section 1114(b)(7)(A)(iii)
- provide professional development (as defined in ESEA Section 8101(42)) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Additional factors to consider when selecting strategies to be included in the schoolwide program -

- preschool programs ESEA Section 1114(c)
- delivery of services by nonprofit or for-profit external providers ESEA Section 1114(d)
- dual or concurrent enrollment programs ESEA Section 1114(e)

Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need and address the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

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

1. Our district implements a literacy model utilizing district adopted resources, Superkids for Kindergarten through 2nd grades and Scholastic for 3rd through 5th grades, as our core curricular programs. Our literacy model includes a variety of instructional strategies for literacy practices through a structured approaching, including whole group mini lesson, independent reading, strategy groups, guided reading groups, time to confer with students, share time, and shared reading and writing. These practices allow for maximum individualized instruction to meet student needs. Through small strategy and/or guided reading groups, teachers can identify and tailor instruction to support students' academic growth for all levels of learning. A Reading Specialist, Language Arts Specialist and Title I Language Arts paraprofessional (under direct supervision of certified teachers) work with small groups during an embedded intervention time to provide intensive reading support to our lowest performing students. Additionally, our intervention time is structured to provide direct language instruction to our EL students, who are assigned to groups according to language level. Imagine Learning, an evidence-based language program, is also utilized as a resource to all language learners. Math support is provided by a Title I Math paraprofessional (under direct supervision of certified teachers) who works closely with classroom teachers to provide interventions to struggling math students. Our math curriculum resources were new in the 24-25 school year for all grades, Kindergarten through 5th grades. Eureka Math is used by our Kindergarten through 3rd grades and Big Ideas is the primary resource for 4th and 5th grades. Our district implements math fluency routines, number talks, and games from Number Corner to reinforce math concepts and anticipate new learning. Additionally, in order to provide our teachers with more resources for intervention, our district purchased Bridges for both tier 1 and tier 2 support. Our SPED team collaborates with classroom teachers to reinforce grade level objectives through individualized instruction targeted to student goals within IEPs. Our mild to moderate SPED team also collaborates with classroom teachers and provides instruction through an alternate curriculum specific to students' Dynamic Learning Maps. We are also fortunate to provide students with targeted tutoring by certified retired teachers during the day using Title I funds as well as SRA funds Our lowest performing students, especially our Black, Hispanic, and Native American subgroups, are given priority for additional layers of intervention support, including tutoring. We have a part-time Native American tutor who is able to support Native American students in core curricular subjects and provide support for wrap around services when needed. Support for teachers is provided by a full-time instructional coach. Teachers are provided routine support for instruction through deep coaching, team coaching cycles, professional development offerings, and ongoing standards study. The ongoing support of the instructional coach provides teachers with resources and instructional guidance to increase student achievement. Utilizing Jim Knight's Impact Cycle, teachers receive targeted deep coaching in order to set goals, implement strategies, and gather data to meet the needs of all students. In addition to instructional coaching, teachers are provided support for English Learners through our EL lead/instructional coach. EL support is provided through intense training for teachers through coaching. Teachers are provided professional development pathways to help them in their progression from compliance to competence. In the 2022-2023 school year, we had the opportunity to work with Dr. Kierstan Barbee from Corwin to support teachers with creating learning intentions and success criteria for the purpose of teacher clarity. We continued this work in 2023-2024 and 2024-2025 and have found continued benefit for students and teachers. Our instructional coach obtained certification in Teacher Clarity and PLC + and will continue this work with our teachers. In addition to our work with Corwin, we began work with Solution Tree in 23-24 to develop our team into a stronger professional

learning community. Through the PLC process, we have developed a strong foundation and have established a guiding coalition team to help carry out the priority goals of our school. We have identified areas of need through our comprehensive needs assessment to help guide our PLC work and address these needs through task forces. Task forces are aligned to each priority goal and all staff participate in at least one task force. Task forces are geared to support specific subgroups, such as our Economically disadvantaged subgroup. One such task force is a New to Jarman task force. This task force is charged with welcoming new students and families to Jarman helping to connect them with available resources to support their educational and family needs. Additionally, this task force as well as others work in tandem with each other to promote student success with regard to attendance, academic achievement, parental involvement and engagement within our school community. Other strategies that support teacher and student needs include district curriculum resources and district CRT assessments, which are aligned to Oklahoma Academic Standards. District curricular resources are found on Canvas and were provided in an instructional handbook. This handbook includes district pacing guides with identified essential skills for each grade level. Horizontal and vertical teams collaborate to provide a framework for greater student understanding. Weekly collaboration is used to identify a common goal that is tied to OAS. This goal is measured through a common assessment where progress is tracked in order to determine further support or enrichment. Teachers also have access to Mastery Connect, which allows teams to utilize a bank of district provided common formative assessments- all aligned to OAS. In addition to these strategies, we have a full-time Parent and Community Liaison, who works to establish partnerships in the community to provide extended learning opportunities tied to reading and math. These programs have increased after-school participation and engagement as identified in community school surveys. We make student engagement a priority through a variety of means both during and outside of school time. All students are eligible to participate in community based extracurricular activities to promote engagement. After-school programs also include tutoring opportunities for students not meeting academic standards. Additionally, summer school is another support offered to our lowest achieving students. Throughout the past several years, our district recognized the need for more support in students' Social and Emotional Learning. Therefore, two full time staff at the district level were charged with supporting our district's Hope initiative. Our site has tapped into this resource and has sought professional development opportunities for guidance in this area. An additional district support has been added to this team, which is a Hope specialist. Previously serving as a school-based specialist through DHS, the role of this support personnel will be to help provide pathways to education by removing barriers for students and families. One resource that has been made available to teachers is the district Hope library, which includes multiple book titles along with lesson plans to support students in their social and emotional learning journey. Another resource that has been made available is the district's Social and Emotional Learning website, which offers a plethora of additional resources outside of the SEL library. Resources and materials to support our site level social and emotional needs are necessary to continue progress in this area. As a result of our work with Dr. Barbara Sorrels, our team identified the need for rhythm-based instruction and activities grounded in music and movement to support and promote self-regulation in students. This is an expectation building wide. Resources to support this focus goal will continue to be a priority to ensure this strategy is present in classrooms. In addition to resources, ongoing support of professional development in social and emotional learning as well as trauma responsive instruction, and rhythm and movement are critical areas to help support this initiative. Further needs with regard to student achievement include reading and math software and web-based programs, as well as supportive literacy and math manipulatives, which are a continual need to support instruction within academic groups. Lastly, resources and books to support positive relationship building are also necessary to support teachers in their classrooms.

2. Individual student needs are met through a variety of interventions and supports. Throughout the day, classroom teachers provide interventions individually or in small groups. A Reading Specialist, Title I Language Arts Specialist, and Title I Language Arts and Math paraprofessionals (under the direct supervision of certified teachers) are utilized to both "push in" and "pull out" students in order to provide intervention and remediation for identified students. Intervention support is structured to target skill deficits in small groups based on students' achievement data. EL students are provided targeted instruction during intervention time to enhance language development. Small group instruction for this group is provided by classroom teachers and supported by a bilingual EL paraprofessional. Certified tutors are utilized to provide support during the day and after school to low-performing students, including our Black, Hispanic, and Native American subgroups. Summer school is another support offered to students performing below grade level. Our district uses the Multi-Tiered Systems of Support (MTSS) model, which is an umbrella term that encompasses academics, behavior and social-emotional learning. Response to Intervention (RTI) is the framework that Union Public Schools uses to address academics and behavior deficits. This framework ensures that students are provided the appropriate levels of support needed for student success and to identify those students that may need special services. RTI utilizes evidence based, systematic instruction, and interventions to help struggling learners. These interventions are based on individual student needs and monitored for progress. Students are identified through child study teams called CST and SAT. During these meetings, our team reviews all data to identify students who need additional academic or behavioral support. Priority for tiered support is given to our lowest performing students. The team discusses possible interventions to address a student's deficiency. Tiered support is defined as the following: **Tier 1 Academic-** ALL students receive instruction on grade-level state standards as part of their Tier 1 core instruction. This includes all Oklahoma academic standards, objectives, and an emphasis on district-identified essential skills, and, if needed, pre-requisite skills. Teaching strategies and routines used, such as scaffolding and differentiation, are expected. **Tier 2 Academic-** As needed, students will receive Tier 2 interventions in addition to Tier 1 instruction. Tier 2 interventions may be based on results from common formative assessments, end-of-unit assessments, benchmark assessments, etc. These interventions are targeted, and are often small groups (typically 6 or less). Tier 2 interventions are provided to address grade level district-identified essential skills (objectives). Typically, tier 2 academic interventions will happen in the classroom, but it could happen as a part of intervention block in certain situations. **Tier 3 Universal-** Tier 3 Universal is an intensive intervention which includes targeted skill-based instruction delivered within small groups (no more than 6) on below grade level essential skills or prerequisite skills needed. Using a problem-solving process, teams use a variety of assessment data to: Identify a below grade level (pre-requisite) skill deficit, Identify a desired outcome, Design intervention steps, Select interventions, Plan for when the intervention(s) will occur, Monitor progress on intervention, and measure the effectiveness of the intervention. Reassessment is aligned to the identified skill deficit, the desired outcome or goal identified through a problem-solving model, and quantifiable data that can be analyzed. **Tier 3 Skilled**- Tier 3 Skilled Intervention is considered the most intensive intervention. These interventions use an online progress monitoring tool called AimsWeb. The School Psychologist and site team select the individualized goals for the student, and the School Psychologist sets the Rate of Improvement (ROI) scores. Interventions at this level are delivered within small groups (no more than 3) or individually by the Skill Builder interventionist. This person specializes in providing tier 3 skilled interventions for our students and has been trained on evidence-based best practices for intervention strategies. Only after Tier 3 Skilled interventions are shown to be ineffective would the student be eligible for special education services. The intervention timeline will vary for each student but is typically delivered over a course of 10-20 weeks. Our team meets monthly through CST to follow up on the effectiveness of student interventions by reviewing progress monitoring

data. Additional interventions to meet student needs include speech therapy. Our speech pathologist works with teachers and small groups of students to target specific language development needs for those students who need language support. Students identified for special education receive targeted individualized instruction from Special Education teachers that is aligned to grade level objectives. Our district also has outlined guidance for the identification of students with potential characteristics of Dyslexia. Students who score below identified benchmarks on our universal screeners, STAR Early Literacy and/or STAR Reading, will be assessed for potential characteristics of Dyslexia using select STAR CBMs. Our reading specialist, Language Art Specialist, or Title I Language Arts paraprofessional (under direct supervision of a certified teacher) will be responsible to provide an appropriate intervention program aimed to support students with explicit and systematic instruction in phonics. One community partner who serves our students is Reading Partners, which connects volunteers with students in a one-on-one setting to provide reading support. Teachers receive training on evidence-based best practice regularly from the district on professional development days as well as continuously from the instructional coach and instructional leaders at the site level. The instructional coach implements coaching cycles and deep coaching focused on instructional planning grounded in state standards and are geared around evidence-based best practices and additional strategies for tier 1, 2, and 3. One-on-one deep coaching "Impact Cycles" with the instructional coach target a student-centered goal using high impact strategies. A variety of evidence-based strategies are used to support student learning through these intervention supports, including software programs and web-based resources aimed to increase reading and math achievement. Software and web-based programs used in the 2024-2025 school year included Imagine Learning, Edmentum (Exact Path), and Aleks. Programs are continuously reviewed and determined to be evidence-based and effective upon purchase and/or renewal. Intervention resources and materials as well as technology upgrades are often a need to support the use of these programs with our students, including iPad and headphones with microphones. A primary focus for our district and site is Teacher Clarity, which has been identified as a highly effective evidence-based practice. Response to Intervention and Professional Learning Community support will also be necessary in order to support teachers in these processes. Teachers will need continued support in understanding the MTSS process and their role within the tiered levels of support.

3. Timely, effective, and additional assistance is provided for students experiencing difficulty mastering the state's standards through a variety of means. Although regular CST meetings are scheduled, teachers know they can discuss their concerns regarding academics or behavior at any time. Behavior concerns can be addressed through requested SAT meetings with administrators and our school counselor when challenges arise. We know not all students make progress through the RTI process and often we have to dig deeper to determine the "why" behind academic or behavior concerns. Often the "why" is related to trauma the student has experienced. For this reason, social and emotional supports and interventions continue to be a priority focus for our school. Our work with Dr. Barbara Sorrels continues to assist us in trauma responsive instruction and strategies. Implementation of a trauma-sensitive sensory lab, suggested by Dr. Sorrels, was implemented in the 2020-2021 school year and will continue this year. Individuals and/or groups of students are assigned throughout the day to provide activities for our most at-risk students to decrease anxiety, frustration, and classroom disruptions while promoting self-regulation. Nurture groups, additionally suggested through the fellowship with Dr. Sorrels in the summer of 2022, were implemented for identified students most at-risk during the 2022-2023 and 2023-2024 school years. For those two years, we were able to provide daily intervention in small groups by using the ESSER Interventionist position. This interventionist worked with the behavior tech and administration to provide necessary social and emotional support and academic support. However, with the loss of ESSER funds in the 2024-2025 school year, we

were no longer able to provide these groups full-time daily. We also have a partnership with an outside counseling agency (CREOKS) to provide on-site counseling services to students during the school day. Additionally, we utilize community partners to provide resources for struggling students and families. These partnerships are focused on building positive relationships and trust with families. A partnership established in 21-22 with OKDHS has now transitioned to a district role in our Hope department. Our site shared a Hope specialists, who is able to connect students and their families to local and state resources that can help remove barriers and offer Hope. The district Hope initiative is intended to help students navigate barriers and develop pathways in order to achieve goals. Focused professional development for Hope will continue to be provided to teachers as well as the resources the training has provided, such as the Hope Hub. Transition strategies are also in place for students experiencing difficulty. We often meet to discuss how to best support these students and their families as they transition from different schools and/or programs. One example of this is our yearly collaboration with our 6th and 7th grade center to discuss all students, including special education students moving up to the 6th grade. Additionally, our site provides a transition opportunity for our Pre-Kindergarten students and their families before the school year begins. Another strategy we incorporate is the utilization of curriculum focused on social and emotional learning as well as bullying. Our school counselor is often requested to teach these lessons within the grade levels. Our counselor also establishes "lunch buddies" and other groups to help support identified needs of our students. In addition to this, our Media Specialist has set up book clubs with groups of students. Often these clubs are developed based on a common issue/need all students can relate to within the group. Another resource our district provides is a Native American Specialist. This person meets with our lower performing NA students to provide additional support.

4. A systematic approach is used when determining tiered support for students with behavior challenges. We take many steps to ensure proper structures and plans are in place before determining if additional tiered supports are necessary. At the tier I level, all teachers are required to submit their classroom management plans. Plans should include strategies and evidence-based practices in alignment with our school-wide discipline philosophy, which includes a combination of Conscious Discipline, Responsive Classroom, PBIS, and trauma responsive strategies. Teachers' schedules are developed to incorporate Morning Meeting across all grade levels in order to build relationships and create a positive classroom environment. Teachers are also required to provide a safe spot in the classroom that is not used for "timeout" purposes. Our site also utilizes buddy classrooms as a primary option when students need a break from the classroom. Additionally, in the 2022-2023 school year, we added a focus to incorporate rhythm and movement to help students with self-regulation as a tier 1 approach. This strategy remains a part of our strategic plan. When tier 1 strategies are not effective for specific students, our team meets to plan additional interventions during a SAT behavior meeting or during CST. We discuss the history of the child, the communication that has taken place with the child's parent or guardian, and strategies teachers have tried to implement with the child intended to change the behavior. We then plan tier 2 strategies to support the student's needs. Strategies could include positive reinforcement/behavior check-ins as a way to help the child develop a positive relationship in the building, trauma sensitive sensory lab breaks/nurture groups, or informal behavior plans with strategies to replace disruptive behaviors with positive behaviors. We also discuss whether counseling for the child would be beneficial, and if so, we discuss this as an option with the parent. If an informal behavior plan is developed, teachers document and monitor progress to determine if tier 3 interventions are necessary. At this point, the SAT team meets to determine additional strategies for behavior intervention. For students with extreme behavior challenges, a Formal Behavior Assessment may be necessary, which could lead to a formal Behavior Intervention Plan.

5. Our school uses clear criteria and processes when making decisions regarding level and length of student participation in tiered supports. Tier I instruction is provided to all students in reading and math by classroom teachers and/or specialists who provide small group instruction that supports tier I instruction, or grade level standards. Our Reading Specialist, Language Arts Specialist, and Language Arts Paraprofessional (under the direct supervision of a certified teacher) work with classroom teachers to provide tier 2 and tier 3 universal small group instruction in reading. A Title One Math Paraprofessional (under the direct supervision of a certified teacher) works with classroom teachers to provide tier 1, 2, and 3 small group instruction in math. Students in need of additional support are identified during our child study meetings, CST and/or SAT. Teachers can also bring concerns to the attention of administrators at any time. The appropriate level of intervention is determined by the teacher, school psychologist, speech pathologist, school counselor and administration. Our instructional coach, reading specialist, and school psychologist collaborate to identify resources and strategies that can be utilized to provide appropriate intervention. For students in need of tier 2 support, the classroom teacher devises a plan to intervene on grade level essential skills. The teacher will monitor progress and determine next steps. If tier 3 universal support is determined to be the next step, the child will be placed in an appropriate skill-based group with either the classroom teacher, specialist, or appropriate reading or math para. Progress will be monitored and the team determines next steps. For students not making adequate progress, it may be determined that a student needs tier 3 skilled intervention. In this case, the school psychologist works with our skill builder to provide targeted intervention for 10 to 20 weeks in a setting of one to three students. Tier 3 is in addition to tier 1 and 2. Progress is monitored every 5th week. If the student is making sufficient progress, tier 3 may continue to be recommended until no longer needed. If sufficient progress is not made after the 10 to 20 data points, further evaluation for Special Education services may be deemed necessary.

6. Jarman offers a range of extended learning opportunities within and beyond the school day and the school year. Tutoring for reading and math is available for our lowest achieving students with certified teachers during the day, after school and during summer school. Our parent liaison works to secure partnerships in the community in order to provide programming to enrich student learning in reading and math. Additionally our liaison partners with teachers and administrators to identify students for available clubs and enrichment programs, based on achievement data, behavior and attendance data, and status within identified subgroups, such as our economically disadvantaged, lower achieving ethnic subgroups, etc. These programs are offered as an extension of learning and families enjoy the various options available to students. Programs such as our Book club, Growing Readers, Math Games club, and Reading and Arts club, serving over 65 students in 24-25, are popular clubs directly related to improving student achievement in reading and math. We had 14 additional students participate in weekly after-school tutoring groups in the Spring semester with the purpose of helping students improve their math skills leading up to State testing. We received positive feedback from both parents and the students themselves who reported feeling more confident heading into testing.

Over 40 students participated in additional after-school programming focused on strengthening math principles and critical thinking skills in our three cooking clubs and our Chess club. We had over 55 students participate in our Run club. These students also completed the Route 66 5K (20 students) in November and the Run to the Well 5K (35 students) in April. An additional 32 students participated in our Fall soccer program.

Other after-school programming are often offered as engagement opportunities when funded through additional sources, such as Creative Crafts, Gardening club, Guitar club, Leadership and Sustainable U club.

We are looking forward to a new K-5th Robotics program that will serve over 125 students in 25-26 through a grant from the Op Project. With a full-time parent liaison, our site has been able to offer programming four days a week versus two days a week in previous years.

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. Our music teacher has also offered honor choir as well as guitar club in previous years to students in 3rd through 5th grade. Lastly, our Gifted and Talented program offers students extended experiences, such as fall and spring academic bowls. Working with transportation to provide buses for after school programming removes barriers that would prevent student participation.

7. Each year our team plans a comprehensive professional development plan that is in alignment with our district wide strategic plan. At the site level, teachers are surveyed according to their needs and data is analyzed to determine site PD needs. Data sources such as state and district testing results and student reading and math data are collected and analyzed by our Title One leadership team, and TLE data (classroom management, instruction, etc.) inform our professional development goals and plans. As a result of these data sources and survey responses, our site continues to place a focus on academic achievement/growth, social and emotional learning, developing positive relationships and safety and well-being. Improving student achievement remains a top priority as our data indicates, and this year we will work towards strengthening teachers' understanding their role within a professional learning team (PLT) among a professional learning community (PLC). Teams will share the responsibility for student learning and work together to gain a deeper understanding of standards, using data to drive instruction and meet student needs. Site surveys also indicate an ongoing desire to address the social and emotional well-being of our students. Teachers, paraprofessionals, and other staff members will continue to focus professional learning on trauma responsive instruction, which includes ongoing training with Dr. Barbara Sorrels. Professional development is offered through a variety of means for our teachers, including book studies, coaching cycles, individual deep coaching, district PD days, staff/training meetings, and site teacher led professional development tied to priority focus goals. Coaching cycles and individual deep coaching facilitated by our instructional coach include data review, observation, modeling, and follow up feedback as well as vertical and horizontal alignment and planning with teams. Specific attention to the data and progress of our low performing students is reviewed during data team meetings, collaboration, and coaching sessions. Our instructional coach is also available to paraprofessionals to provide them with guidance and strategies they can use when working with small groups. Our EL lead provides teacher support through planning and modeling of strategies and scaffolds geared to help our EL student population. Although geared to this specific population, these strategies are great supports for all students, including our struggling learners and low performing subgroups. All principals, instructional coaches and EL leads received PD on coaching centered around student learning goals. Ongoing training is necessary to increase knowledge, clarity, and effectiveness of our coaching model in order to best serve teachers. Focused professional development with our instructional coach on Teacher Clarity will continue for teachers ready for next steps as well as onboarding new teachers. In addition, our site will continue growing in our knowledge of RTI and PLC through available professional development opportunities. Professional development at the primary level continues to focus on enhancing teachers' knowledge of purposeful play and authentic assessment. Additionally, our district implemented a goal last year to ensure all students are reading by the end of their first-grade year. This goal is called Learn to Read and provides a clear sequence of foundational skills to be

taught and assessed beginning in student's Kindergarten year. Teachers have been given training and support to implement this goal with fidelity. Ongoing training will be necessary as the first grade team is onboarded. Jarman will also host a group of High School students through an Educator Leadership Program, partnering these students with our Kindergarten and First grade teachers to help support our Learn to Read goal and encourage the High School students to pursue a career in education. Additionally, math instruction, specifically fluency routines, problem solving, and conceptualization are topics of professional learning planned at the district level for teachers K-5. A district professional development plan has been developed to support teachers where they are with regard to instructional practices as well as other district initiatives. Teachers have the autonomy to self-select PD to meet their professional learning needs. A professional development platform, Kickup, allows teachers to see the offerings and register for these sessions. Summer professional development opportunities such as a writing institute, Dr. Sorrels fellowship, and grade level content retreats have been offered to all classroom teachers. Substitutes and/or stipends are provided for teachers to attend coaching cycles and district offered PD. Additional materials are purchased through Title One funds to support teacher PD.

8. At Union Public Schools, we deploy multiple measures to recruit new, highly effective, highly qualified teachers. These include the following: 1. Attend university career fairs at all local universities and send district representation to all those that are not local. 2. Hold a district career fair where all schools are represented. 3. Develop and maintain relationships with senior level university students who complete part of their degree requirements within the Union district and are observed to be highly effective. 4. Maintain active partnerships with local universities who regularly request placements for students, tours of facilities and speakers for events. 5. Provide teacher preparation program at the high school through Career Connect and beginning in the 25-26 school year, Educator Leadership. In order to retain teachers, we provide: 1. District and school professional development throughout the year, which includes New Teacher Induction. Our instructional coach provides rich embedded PD at our site specific to the needs of teachers. 2. District organization of curriculum alignment and pacing. 3. Mentor teacher to provide teacher assistance during a teacher's first year. 4. Professional Learning Teams (PLT) to foster support to one another through a Professional Learning Community (PLC). 5. District provided and school supplemented new teacher training. 6. Funds provided for new teachers to obtain classroom materials. 7. Additional observation and feedback conferences for all probationary teachers. 8. When funds are available at year-end, a retention stipend is given to returning staff. 9. A portion of tuition is paid for teachers obtaining advanced degrees and a stipend is given to teachers obtaining additional certifications, such as teachers teaching in Special Education.10. Annual staff retreat to set the tone for the upcoming year and establish/promote relationship building among colleagues.

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.

1. Jarman's Title I Schoolwide Plan was developed in coordination and integration with other federal, state, and local services, resources, and programs. Building Title I funds are used to provide a Language Arts Specialist, a Title I Language Arts Paraprofessionals and a Title I Math Paraprofessionals (all under the direct supervision of certified teachers), and an instructional coach to support teachers with improving academic achievement. Our funds are also used to staff a full-time parent liaison who works with all families and students to coordinate after-school programs, extending learning opportunities, and family engagement opportunities. Title I funds are also used for tutoring during the day, after school, and during the summer to provide instruction and programming related to reading and math. Lastly, Title I funds are used to provide professional learning opportunities tied to our priority goals. Many other sources of funding are used to meet the needs of our students. For example, extended learning opportunities in the past, such as Engineering and Health and Hip-Hop Clubs are paid out of other grant funds (TRSA and Osteopathic Grant funds). Another example includes our Run club paid out of Gelvin grant funding. Activity funds are also used to enhance after-school programming, such as Chess Club. Bond funds are also used to provide resources, such as technology, for staff and students. Tutoring/small group instruction is also paid with RSA funds (367). ESSER funds (795), which were temporary relief funds for a short time after the pandemic, supported tutoring and extended day learning opportunities for our site and district in order to help fill in achievement gaps due to the impact of Covid. Additionally, we benefited from these funds by adding an interventionist to help with social and emotional learning as well as academic achievement for those most at risk. These funds are no longer available.

2. Once reform strategies are determined, an assessment of needs is completed to determine how to meet the goals for reform. For example, funding may be necessary to purchase materials, instructional manipulatives, technology and/or software or web-based programming in order to provide necessary professional development for staff, appropriate interventions for learning, or engagement for parents. These needs are determined through assessment data and research of evidence-based practices. Additionally, funds for subs

and/or stipends may be needed to provide teacher training aligned to the reform strategy. All funding streams are reviewed to determine the appropriate source for each need and are budgeted accordingly. Each budget is monitored and reconciled on an ongoing basis at the site level by administration. Our Title I budget and expenditures are reviewed on an ongoing basis as well at the site level by administration and district level by our federal programs department. Budgets are revised three times per year if necessary and sent to our federal programs department. All expenditures must meet the needs of the identified priority goals within the schoolwide plan as well as federal purchasing requirements.

3. and 4. Federal, state, and local funds are used to provide support for all students, parents, and staff within the school-wide site. These funds are allocated based upon the state, local and site plan, which are driven by the input from all individuals affected. The district plan is supported by the Board of Education, PTA, Union's School Foundation and community patrons. The way in which funds are allocated at the site are congruent to the district plan. As previously stated, Title I funds are used to hire Title I staff and enhance teacher knowledge through professional development. Title I funds are also used to provide students with tutoring, extending day learning opportunities and summer school and to implement strategies to increase parental involvement here at the site. Jarman also utilizes Title III-A funds to purchase bilingual materials, pay for translation services and provide professional development that equips teachers with evidence-based practices that will increase EL student achievement. In order to remove all barriers to learning while students are displaced, our site utilizes Title IX Homeless funds for Homeless Liaison services, transportation, and supplies/materials. State allocated funds from the Strong Readers Act are used to provide struggling readers with tutoring and small groups instruction. Johnson O'Malley funds are used to provide Native American students with school supplies, cultural activities, tutoring and a culturally rich summer school. In order to ensure that special education students have access to a free and appropriate education, we utilize IDEA funds to provide students individualized services that are in accordance with their Individualized Education Plans. These services may include, but are not limited to, access to a highly qualified special education teacher, a certified speech pathologist, a district employed occupational therapist and physical therapist, assistive technology, and various materials needed to provide appropriate modifications and accommodations in the classroom setting. As previously stated, our community liaison also uses grant funds to offer extended day learning opportunities such as Engineering, Health and Hip-Hop Clubs. School activity funds are also utilized to enhance after-school programming by providing additional opportunities for students, such as Chess Club. Bond funds are used to provide various needed resources, such as technology, for staff and students. Lastly, our PTA has supported needs for teachers, students, and classrooms, which has helped to ensure allocations from other funds are available for focused priority goals.

5. Evaluation and Plan Revision

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

Expectations

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

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

1.Long-term and short-term goals are continually reviewed by our Title I Leadership committee, which includes representatives from all stakeholder groups. Title I parent meetings are held three times a year. At each meeting, progress toward goals is shared and parents are provided an opportunity to submit feedback. Student achievement data is reviewed on an ongoing basis as well as through weekly collaboration and data team meetings. Title I leadership committee meetings are held three times per year to review progress toward site goals and revise the budget as necessary. Each spring, an annual review is conducted to review progress towards site priority goals and begin the process of planning for the next year. At the end of each school year, parent, teacher, and student surveys are distributed to gather school perception data and student achievement data, including academic, behavior, attendance, and SEL is gathered and analyzed. A meeting is held in the summer to review all comprehensive needs assessment data, including the above qualitative and quantitative data. Our Title I leadership team analyzes this data and develops site priority goals for the new year. Revisions are made to the plan and budgets are developed based on identified priority goals.

2. Star assessments in reading and math are monitored throughout the school year to identify student strengths and needs. At the intermediate level, student CRT scores are tracked to monitor progress toward mastering academic standards. At the primary level, Superkids Literacy data through Mastery Connect is tracked to evaluate student progress towards reading proficiency of foundational skills. Mastery Connect also houses CFAs for Math and Science. State assessment data is utilized to identify trends and deficits in student learning across grade levels three through five. Student attendance data and discipline data is also reviewed to identify trends pertaining to these areas. Each element of data is broken into demographic groups to highlight discrepancies in student learning and progress. Discrepancies are addressed in the

schoolwide plan as they arise, with specific attention given to our lowest performing subgroups. Perception data gathered through surveys throughout the school year and at the end of the year are analyzed and areas of improvement are also prioritized through the school-wide plan.

3. Staff professional learning communities utilize student achievement data to evaluate instructional practices and determine patterns of student achievement. During coaching cycles, teachers also use student data to plan instruction that reflects student academic needs. Yearly attendance, discipline, and student achievement data is gathered and analyzed by the Title I leadership committee, which includes teachers, administrators, support staff, family members and community stakeholders, to determine needs for the following year.