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.

May 28, 2025

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

District Information	
District Name:	Union Public Schools
District Number:	I009
County Name:	Tulsa
County Number:	72
Superintendent Name:	Dr. John Federline
Email Address:	Federline.john@unionps.org

4. In the table below, enter the requested information for the school site.

School Information	
School Name:	Robert B. Grove Elementary School
School Site Code:	105
Principal Name:	Randi Aubertine
Email Address:	Aubertine.randi@unionps.org
*School Poverty Rate:	90.49%

*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. Grove Elementary is a community school. As a community school, we have strategies and procedures in place to increase family and community involvement. Each summer, we host a Back to School Bash, which is held on the last Saturday in July. The Back to School Bash is a huge celebration to kick off our school year. Our community partners sponsor the event, providing school shirts, backpacks, blue jeans, and tennis shoes to every student. Other partners join in the celebration, and we highlight after-school opportunities for students. We (office staff) use this opportunity to collect child nutrition forms and update student information. We host a class list posting event prior to Meet The Teacher so families can see who their teacher is and ask questions of the office staff during a more convenient time. At Meet the Teacher all students are invited to come to the building, see their classroom, and meet their teacher for the year. At this event we again provide space for families to complete child

nutrition forms, find bus routes, and connect with school staff. Throughout the year, we have numerous family events. To kick off the school year we host a Back to School Night where families can visit with teachers and learn about what will be expected of their students throughout the year. Grove hosts schoolwide picnics three times throughout the year. These are fun days when parents are invited to the school to picnic on the lawn with their child. We hold two sets of parent-teachers conferences to inform parents about students' academic progress. This school year, the Grove Title I committee has decided to begin the year with goal setting conferences. This way parents understand where their child is starting the year and a plan for progress can be made. Title I family meetings are held in conjunction with parent events so Grove families can learn about Title I funding and programs that benefit their student's academics. Communication between home and school is a vital part of our school culture. In addition to family activities and conferences, we encourage weekly communication between classrooms and families. To reach as many families as possible, we use monthly newsletters from the school and classroom teachers to relay dates and large amounts of information. We also use a variety of communication platforms to keep families informed. We use Blackboard, Talking Points, email and Smore. Home visits are made, as needed. Each of these strategies plays a part in increasing family and community involvement, particularly among those most at-risk.

2. Strong parental involvement is, and has been, vital to our successes. With school-to-home communication easier than ever, our families receive quick, up-to-date notices at least once a week, if not more often. We actively recruit (invite) parents and community partners to assist in developing and monitoring our Title I plan. We hold our Title I meetings three times per year and invite parents to attend each meeting. It is during these meetings that we share instructional growth strategies and expenditures. For those parents that cannot attend these meetings, we create flyers that include Title I updates to send home with students or to pass out at community events. Our Parent Involvement Policy is distributed to each family through our Welcome to Grove school packet that every newly enrolled child receives upon arrival to our school. Our Parent Involvement Policy is also posted in the school's entry way and is available to families through our school's monthly newsletter. This school year, Grove's Parent School Compact will be reviewed with families at Parent Teacher Conferences. This way teachers, parents, and students can review expectations together at the beginning of the year. All Title I documents are translated into Spanish for our Spanish speaking families. Grove also actively seeks parent and student feedback. We survey students and families three times a school year. The first two surveys are created by our parent liaison, who is staffed through Grove's Title I funding. Our parent liaison works with all families to increase parent engagement within our school. The parent liaison and building principal collaborate with community partners to provide after-school programming and other resources for our families. We need a liaison to give personal feedback to the teachers, staff, families, volunteers and partners.
3. The vision at Grove Elementary is in support of the Union's mission of graduating 100% of our students, college and/or career ready. However, our building mission is to do "Whatever it Takes" to provide every student with a high-quality education. We will ensure every student has an opportunity

to meet or exceed instructional standards and will do our best to eliminate any barriers that stand in their way of progress. Our site goals include, 1) individualize instruction to increase student growth in language arts and math 2) provide students with social, emotional, and character supports to promote self-management and student leadership and 3) increase family and student engagement. The goals, mission and vision are developed in collaboration with staff, families, and community stakeholders. These goals, and progress toward them, are revisited all throughout the school year through Grove's monthly leadership meetings, Title I meetings, task force committee meetings and community events

4. Any documents being distributed by Grove Elementary are provided in both English and Spanish. Documents are available in other languages by request. Notices and newsletters are sent via one of our electronic platforms, Talking Points, Smore, email. Each of these electronic platforms has a translation feature to allow the parent to choose the language they are most comfortable reading. Our district, Union Public Schools, provides each school with a list of district employees available to provide interpretation services in different languages for site events like conferences, math and literacy nights, transition meetings and social events. Each staff member also has access to Language Line, a translation service when a bilingual staff member isn't readily available. Grove's Title I plan is posted on our school (and district) website and the translation tool is available to translate documents into eleven different languages. We use video messaging to contact our hearing-impaired families and provide a sign language translator for events and activities.

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.

Grove Elementary envisions a school community where all our stakeholders feel safe, cared for, and have the tools and supports needed to thrive and grow academically and personally. We fully support the district mission of 100% of our students graduating college and career ready. Now more than ever due to economic downturn, trauma, and

Grove Elementary envisions a school community where all our stakeholders feel safe, cared for, and have the tools and supports needed to thrive and grow academically and personally. We fully support the district mission of 100% of our students graduating college and career ready. Now more than ever due to economic downturn, trauma, and the stress these events have placed on our communities and families, Grove Elementary is committed to the belief that, to realize our district and school mission, we must educate the whole child. We must support and develop the academic growth as well as the social-emotional health of all students. We need strong family support and community partnerships to collaborate with us in this endeavor. In pursuit of this, the staff will work within task force teams focusing on specific school initiatives pertaining to achievement, mental health and wellness, and family, student and staff engagement. Each of these initiatives will facilitate progress toward the building's larger goals. We have several site goals: 1) individualize instruction to increase student growth in reading and math 2) provide students with social, emotional, and character supports to promote self-management and student leadership and 3) increase family and student engagement. To achieve these goals, we need language arts and math specialists to provide support to students scoring below proficiency. Certified tutors and paraprofessionals are also needed to work under the guidance of both the reading, language arts, and math specialists to provide small group intervention for those students. We need resource teachers who can provide reading and/or math support to special education students who qualify for reading and/or math services. Grove needs an EL (English Language) specialist and an EL coach to provide targeted language instruction and coaching for our teachers to continue the progress of English Language learners. We need an instructional coach who can coach teachers in strategies to increase student engagement and learning. Grove needs to purchase evidence-based, high-interest materials for students to support academic growth and achievement as well social, emotional and character support. Grove Elementary needs to hire a parent liaison who can coordinate parent involvement activities, create extended learning opportunities for students and develop community partnerships that will promote academic and personal growth of our stakeholders. Grove needs tutors both within the traditional school day and outside of the traditional school day who can provide individualized instruction and develop positive healthy relationships to serve as role models to our students.

According to enrollment records, Grove Elementary served approximately 561 students in prekindergarten through fifth grade during the 2024-2025 school year. Our population is diverse, including many Federal Race/Ethnicity and socio-economic groups. Most recently Grove Elementary ranked in the top ten of the most diverse schools in the Tulsa area. Historically our demographics reflect a similar percentage across racial and ethnic Our student population this past year was comprised of 41% Hispanic, 24% Black/African American, 13% White, 12% Multi-racial, and 5% Asian. Ninety percent of our population is economically disadvantaged. One of the four apartment complexes within our school boundaries houses families using

an income-based formula. Social-emotional support, as well as financial support, is a need many of our families face. In addition to our own efforts within the building to support these needs, we partner with CREOKs Behavioral Health Services to provide comprehensive mental health services to students experiencing behavioral concerns or in need of care coordination. Eighty-four students were referred to CREOKS for mental health services during the 24-25 school year. Our school's parent liaison also works with all school families to assess student and community needs and then coordinate allocation of resources provided within the school and by community programs to meet those needs. Other subgroups receiving support include 12% receiving Gifted and Talented services, 18% receiving Special Education Services and 34% receiving English Learners services. Power Business Intelligence updates Grove Elementary's school profile daily. Information comes directly from our Student Information System and provides comprehensive information regarding our enrollment demographics, attendance, and behavior details. In addition, our district data coordinator provides quarterly updates on assessment data that we retrieve and use for a variety of school and student needs. Grove Elementary used various data sources to assess family and community involvement and the school environment and organization. Those sources include a fall and winter parent survey, professional development surveys, and OU School Capacity Report.

Grove Elementary accesses a variety of data sets to design a vision of learning and growth for our students. These data sets include, but are not limited to, state testing reports, academic growth reports for individuals as well as aggregates by class, grade, etc. Data collected from, including but not limited to, programs such as ACCESS testing, Imagine Learning, Star Literacy and Math, district benchmarks, and state standardized assessments guide instruction in student reading and math proficiency. We also utilize parent surveys, staff surveys of practice and professional development, previous school data obtained from transferring students, student attendance records, and discipline data.

Grove Elementary, as part of Union Public Schools, utilizes Renaissance Learning's STAR testing in Early literacy, reading, and math. STAR assessments are computer adaptive and measure student proficiency as compared with their peers across the nation. It is a research-based program used to monitor student growth in math and reading. All students are assessed three times per school year; with some students more frequently, due to progress monitoring. STAR Reading data indicates in grades kindergarten through fifth all grew in the percentage of students meeting proficiency. Second grade had the highest growth by increasing the number of proficient readers by 11%. STAR Math data indicates that students in grades 1st and 5th increased in the percentage of kids scoring proficient. However, all other grade levels showed lack of progress. Kindergarten, third and 4th grades all showed a decrease in the percent of students scoring proficient, while 2nd grade did not grow at all in this area. The discrepancy in growth between reading and math is reflective of where the building has been emphasizing instruction. Classroom teachers are well versed in evidence-based practice, high impact instruction as it pertains to English Language Arts. Grove classroom teachers have also received extensive support and professional learning regarding reading intervention. These efforts have been lacking as they pertain to math.

Historically, Grove has utilized Title I funding to provide student support in reading by way of a language arts specialist, reading paraprofessionals and reading tutors. While supports in the area of reading are still needed, Grove teachers need to become more effective in math instruction and intervention. This coming school year the Title I team has decided to disburse our additional supports more equitably. We will

continue to use Title I funds to provide a language arts specialist and paraprofessional, but we also plan to create a math specialist and math paraprofessional positions from this funding. By creating these positions, we will be better able to provide targeted math intervention to those students needing it. The math specialist will be utilized to provide classroom teachers with professional learning on high-impact, evidence-based math instruction. Furthermore, certified tutors, both within the traditional school day and beyond, are needed to support and extend the learning that takes place within the classroom in both reading and math.

Further analysis of STAR data also prompted the Title I team to discuss the trend of decreasing assessment scores from winter to spring. When reviewing the amount of growth students make throughout the year, historically, Grove students make the most growth - fall to winter but then seem to decrease in the amount of growth - winter to spring. Last school year, the Title I team discussed the lack of motivation students and staff display at the end of the school year. To combat this, teachers and staff participated in goal setting activities with students this school year. While we still feel goal setting is important with students, we did not see the gains in performance that we had hoped for by using this strategy. This coming school year we have discussed creating grade level goals of essential skills, to keep the practice of goal setting of importance to students. However, we will continue to brainstorm strategies to prevent the "spring slide" that Grove students tend to experience.

STAR and data common formative assessments in both math and reading indicates that continued support of paraprofessionals and tutors for reading and math is needed. The work of said paraprofessionals, under the oversight of certified staff such as the reading specialist, special education and general education teachers, is a valuable resource in target specific skill sets to push achievement forward for all students, but especially students demonstrating achievement gaps. Furthermore, certified tutors both within the traditional school day and beyond are needed to support and extend the learning that takes place within the classroom.

Grove teachers strive to make data-driven decisions about whole group, small group instruction and intervention. Data analysis includes STAR assessments, District CRT assessments, Superkids and Scholastic assessments, ACCESS Tests, fact fluency, Eureka Math and Big ideas assessment data. General education teachers, resource teachers, EL coaches and instructional coaches need to continue collaborating to design strategies and provide support to help all children progress in their academic achievement. An instructional coach and English Language coach are needed to help teachers disaggregate and analyze data and then respond with best instructional practices.

Attendance data indicates attendance rates in all grades increased from the previous year. Kindergarten showed a significant increase in their attendance rates this year, as their grade level saw the highest increase in daily attendance. Efforts to increase attendance should continue throughout the building and growth in this area should be celebrated. This school year, staff will continue working within a task force team to improve attendance. Focus should be on educating families on the importance of developing good attendance habits early to help support student achievement. Hosting a Back to School Night where parents can learn about the expectations at each grade level and maintaining consistent communication about the importance of daily attendance will be needed. Great efforts have been made to increase

attendance rates this school year including monthly recognition for classes with high attendance rates, quarterly awards for perfect attendance, and semester recognition for families with perfect attendance. The school has also made efforts to target students with high absenteeism rates by sending post cards home reminding families the importance of attendance, checking in with families during different parts of the year, and conferencing with students and families to tackle attendance issues. These practices need to continue at Grove Elementary to increase school engagement at each level.

When analyzing behavior data, we saw that 45 students were responsible for 73 behavior incidents at Grove Elementary. Grove's behavior incidents typically increase with the age of the student. First, second and fifth grade student behavior were of concern this year resulting in increased monitoring of students and referrals for behavioral and community support. The number of behavior referrals decreased from last year, as well as the number of suspensions. The Title I team discussed implementing behavior strategies such as bus contracts and to assist with behavior management in these areas. The increased number of behavior incidents at the primary levels continues to indicate a need for further training in trauma-responsive instruction and social emotional learning strategies. This school year, a mental health task force will continue to work together to plan and implement strategies to improve student, and staff, mental health while also working to identify ways to improve staff knowledge in this area. Continued support with services provided by the school and community to educate the whole child such as social-emotional support, learning opportunities beyond the traditional school day, and other programs are also needed to meet the needs of the whole child and increase learning and achievement for all children.

Furthermore, the support of school personnel such as a behavior technician, counselor and parent liaison is needed to help reduce behavior incidents. Teacher confidence in their abilities to handle discipline issues continues to be mixed throughout the building. This school year, 68% of teachers said they can get through to the most difficult student, which is an increase from last year's 63%. However, the percentage of teachers that feel they can motivate their students decreased from 81% to 63%. These percentages indicate continued professional learning for teachers regarding trauma-responsive instruction and classroom management is still a need. The support of an instructional coach will be beneficial to teachers seeking guidance in this area.

Union Public Schools works in collaboration with the University of Oklahoma to develop school capacity reports. Teachers, Students, and Parents are invited to participate in a survey to evaluate organization capacity for each site. This school year we had 90 families respond to the survey. This is a significant increase in parent participation and should be celebrated amongst staff. We welcome parent feedback on surveys. This helps us assess the effectiveness of building initiatives and assists us in planning initiatives that families find valuable. Results from parent surveys continue to indicate family's high satisfaction with the school faculty and staff (84%) and high satisfaction with the school community (83%) and opportunities provided to their child (79% academic and 77% extracurricular). Likewise, our percentage of parents that feel the school goes the extra mile for their child is high (75%) and the percentage of families that feel their child learns to respect other people and groups is at 93%. According to surveys created by our parent liaison, most parents prefer Talking Points messages followed by email. Results from these surveys also indicate that Grove needs to provide more financial education to our families. Additionally, the free response portion of the survey indicates our families are requesting more food resources to assist them

with day-to-day struggles. Parents also indicated they want more reading and math help for their students and opportunities for them to participate in the arts and STEM. Grove needs to continue to hire certified tutors to provide the desired academic support after school. The Grove community continues to need support from our parent liaison to coordinate the family workshops and informational events, parenting resources, and to coordinate after school tutoring. Due to the demographics of our school, family workshops and informational events will need to be provided in varying venues and languages to best reach all our school community.

We know that our students and families must feel safe and have basic needs met to optimize the emotional, physical, mental health of our students and thus increase learning. Our parent liaison and counselor are needed to continue to help provide families with the emotional and financial resources they need to be safe, healthy, and successful. Through community school programs, we have provided 150 individuals with emergency needs such as food, clothing, hygiene kits and coats. Grove has also provided vision screenings for 308 of our students and provided holiday assistance to 138 families. This data reinforced the need for school and community partnerships. Programs that invite parents into the school community and allow opportunity for them to engage with one another are needed to build trust throughout our school community. Once again, a parent liaison that facilitates opportunities for families to connect with and help one another as well as programs that foster family engagement continue to be a need. Families want to be involved. They look to schools to help them with their needs and to engage with the school community.

As part of the 2025 OU Capacity Report, Grove has seen in increase in family and teacher participation. Continued growth in participation of all stakeholder groups is still needed. Several celebrations stood out when reviewing results of students surveys. Over 89% of students believe there is an adult outside of the home or school who wants them to do their best, believes they will succeed, and notices when they are upset. Over 77% of students surveyed displayed a growth mindset and believe that hard work results in desired change no matter what level of talent or intelligence they begin with. This is an increase of 9% from the previous year. Regarding academic goals we had an increase from 33% to 36% of students who responded "a parent or guardian discusses their classes with them". Accordingly, we saw an increase from 53% to 68% of students who say parents/guardians praise them for doing well in school. Regarding character traits that lead to success in school and college and career, we dropped by 1% from 71% to 70% of students who say their parents/guardians encourage them to take responsibility for their learning, and dropped from 78% to 70% report that parents encourage them to work hard at school. In summary, there is room for improvement regarding parent academic support at home. Further, student responses continue to indicate building positive relationships amongst peers is an area Grove teachers need to focus on this coming year. Only 36% of student feel they are never or rarely left of things on purpose. This is a drop of 6% from 42%. Grove prides itself on the diverse and inclusive environment we provide students. Ensuring all students feel part of this community is essential to our school culture. Last school year, 67% of students responded by saying students feel physically threatened or hurt at school. This school year there was a decrease in this area, as 39% of students felt they are rarely or never physically hurt or threatened by others. We did grow from 53% to 70% of students who say there is a student who really cares about them. Grove also increased the percentage of students that feel students listen to each other from 32% to 73%! This indicates the social emotional training and learning is making a difference. Grove dropped in the

percentage of students who feel teachers at this school treat each student fairly from 71% to 58%. There was also a decrease from 58% to 45% of students who feel teachers are easy to talk to. Grove must continue to be culturally responsive to eliminate these barriers between teachers and students. This will help students feel more comfortable when talking with their teacher and may provide teachers with strategies to ensure every child is heard and feels valued.

The staff of Grove Elementary includes 42 certified teachers, 13 paraprofessionals, a behavior technician, guidance counselor, parent liaison, nurse, building engineer, secretary, receptionist and two administrators who support student learning. The 2024-2025 school year had a staff turnover rate of 4% . This turnover rate is lower than last year (12%). Results shared from the OU Survey of staff indicate that teachers at Grove feel very connected to each other and feel a strong sense of belonging. They are also very committed to our school and 85% of staff indicated that administration develops a team attitude and spirit among staff and 80% say they feel strong loyalty to our school. Confidence in their teaching abilities has also increased. Last school year, only 63% of teachers said they can get through to the most difficult students. This school year that percentage has increased to 68.2%. The percentage of teachers that feel they can motivate their students dropped from 81% to 68.2%. This decrease could be due to a decrease in discipline referrals and the remaining discipline issues are more challenging. Last year Grove ended the school year with 128 discipline referrals. We ended the 24-25 school year with 73 discipline referrals. Teacher burnout continues to be an area of concern for our staff. Many staff members indicated they feel emotionally drained from teaching and used up at the end of the day. A large percentage of staff also reported feeling pressure to do too many things in their job. This data indicates support from our instructional coach, reading and language arts specialist, special education teachers, and EL coaches and specialist continue to be needed to support classroom teachers in their efforts. The instructional coach surveyed staff at the close of the 2024-2025 school year to identify additional instructional needs. Thirty-eight out of the 42 certified staff members completed the survey, and most feel they need further coaching in classroom management and engagement. There continues to be a need for planning for differentiation and small group instruction. When asked about specific curriculum support, most staff indicated they needed more support in math intervention and writing instruction. For the upcoming school year, we will add a math specialist to assist with math intervention. As a staff, we will focus on writing instruction in each grade level.

Survey results also indicated teachers continue to have a low level of trust in families and students. Only 36% of our staff indicated that they feel they can count on parent/guardian support and 32% said they believe what parents/guardians tell them. This lack of trust also continues to be reiterated when teachers were surveyed about their trust in students. 41% of our teachers feel students tell the truth at school and 45% feel students in the school can be trusted to make good decisions. To restore trust in our families and students we need to create more opportunities for teachers and families to interact in social settings. Our parent liaison will lead a task force team to plan family events that increase engagement and promote positive relationship building between families and staff. The school, with PTA, aims to host at least one family event each month throughout the year. One example of these types of events is school-wide picnics. These picnics will occur during the school day and three times throughout the school year. Events like these

will provide teachers and families with low-stress opportunities to socialize, get to know each other, and continue building positive relationships.

In addition to creating more opportunities for relationship building, the leadership team has also discussed the need for more training on cultural differences and how they impact a student's school experience. In review of demographic data, the staff recognizes the Hispanic population in the building has become our largest subgroup. Many of these families are new to the United States and are immigrating from countries across Central America. Although these families are largely considered Hispanic, there are significant cultural differences amongst our newcomer students dependent on their country of origin. It is important for our staff to be aware of cultural differences amongst not only our newcomer students, but all the subgroups that make up the population of Grove Elementary. We recognize that low trust in families and students may be due to cultural bias that we are unaware of. Due to this, part of the instructional coaches' task force will also focused on how families of different cultures view parent, teacher and student roles in education. Through this task force, our staff learned about cultural differences that may lead to misconceptions about students and families. The staff has indicated they would like more professional development on cultural differences.

Results suggest, once again, that Grove Elementary could benefit from programs that strengthen the community-school partnerships. With the discontinuation of economic relief funds, our school community will be relying on these partnerships more to provide resources to our students and families. Our parent liaison and community school programs like family nights at school, extended learning opportunities, parenting class, and social events for teachers and families to interact with one another are essential to our school community. Grove needs to continue to strive to find ways to effectively build partnerships with families and engage them in the social and learning community of Grove Elementary. Data results are shared with parents and community members during school events, Title 1 parent meetings, Title I updates and through publication of the OU School Capacity Report. Families are offered training and assistance in accessing the parent portal and online learning platforms that allow students to access learning at home. Students could benefit from support and materials our online platforms offer and use of them at home serves to further the connection between home and school.

In summary, Grove continues to utilize data to identify building strengths, needs and future initiatives. The language arts specialist, reading specialist, instructional coach and special education teachers, and other lead teachers are needed to continue work together to collect the above-mentioned data and dis-aggregate it to send information to teachers in a manner that is easy to digest and use. This school year the team has utilized various data sets to determine the need for continued progress toward our three goals: 1) individualize instruction to increase student growth in reading and math 2) provide students with social, emotional, and character supports to promote self-management and student leadership and 3) increase family and student engagement need a parent liaison to build community- school partnerships. Again, this school year school community members will be working within five task force teams focused on student goal setting, student attendance, student mental health, differentiation and diversity, and family engagement. We believe that targeted action plans in these areas will facilitate progress toward our overarching goals. We continue to need multiple resources to assist us with our initiatives. We need reading and language arts specialists to provide support to students scoring below proficient. Certified

tutors and paraprofessionals are also needed to work under the guidance of both the reading and language arts specialists to provide small group intervention for those students. We need resource teachers who can provide reading and/or math support to special education students who qualify for reading and/or math services. Grove needs an EL (English Language) specialist and an EL coach to provide targeted language instruction to our language learners while also providing coaching and professional development for our teachers. We need an instructional coach who can coach teachers in strategies to increase student engagement and learning. Grove needs to purchase evidence-based, high-interest materials for students to support academic growth and achievement as well social, emotional and character support. We also need to provide teachers with training in social-emotional learning, differentiated instruction, and cultural differences. Grove Elementary needs to maintain a parent liaison who can coordinate parent involvement activities, create extended learning opportunities for students and develop community partnerships that will promote academic and personal growth of our stakeholders. We also continue to need a parent liaison to help support families in providing basic needs for themselves and their children.

Grove Elementary uses federal, state and local funds to support the needs of students, families, and staff within the school-wide community. Funds are allocated based upon the state, local and site plan. Our district plan has the support of the Board of Education, Parent Teacher Association (PTA) and community patrons.

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. Grove Elementary, along with all Union Elementary schools, uses an evidence-based math program emphasizing problem solving. Kindergarten through third grade teachers utilize Eureka Math for math instruction, while teachers in grades four and five implement Big Ideas. Along with these resources, Union teachers at grades K-5 use Number Corner fact fluency routines, number talks and games to increase skills and reinforce learning. Student progress is monitored through district common formative assessments, where struggling students are identified. At Grove, we are fortunate to employee a certified, master's level, math specialist to assist classroom teachers with providing targeted math intervention to struggling students. Interventions are evidence-based and planned using the Bridges to Intervention curriculum. STAR math curriculum-based measures are used to monitor progress of those students receiving intervention. Students not making progress with intervention may be recommended for further intervention and progress monitoring using AIMS web Plus. Districtwide, we use an evidence-based literacy model featuring Super Kids at the primary level and Scholastic Literacy in intermediate grades. Our literacy practices include an uninterrupted block of time for literacy instruction. During this time, teachers use strategies like whole group mini lessons, sustained independent reading, phonics instruction, conferencing, guided reading groups, writing, and shared reading and writing. This time block allows for individual, differentiated instruction for each student. A certified Reading Specialist, a Language Arts Specialist, and Title I Language Arts paraprofessionals (supervised by certified teachers) work with small groups during each grade's embedded intervention time to provide intensive reading and language arts support to our lowest performing students. The reading and language arts specialists are trained in Orton Gillingham's multi-sensory reading strategies, which offers struggling students a hands-on approach to reading. We also have a team of retired teachers that work with students on targeted reading skills three times a week. This is an increase from years past. Grove's certified EL specialist pulls small groups of students during their intervention time to provide direct language instruction to our EL students. EL students are assigned to groups according to language level (as determined by their ACCESS scores). Grove also supports our teachers with a part-time EL instructional coach, to support them in language acquisition strategies. Imagine Learning, an evidence-based language program, is used as a resource for all students to develop language and vocabulary. Students wishing to accelerate their learning can access Imagine Learning from their homes. A full-time instructional coach provides support for our teachers on-site through coaching cycles, professional development and standards studies. Focusing on literacy and math, she is also available to assist with other subjects, as needed. At the district level, we have teacher trainers for each core area. These specialists provide on-going training both in the summer and throughout the school year, offering classroom support for struggling teachers. Our district-wide teacher trainers also lead committees who set pacing guides and help teachers align standards and objectives. Our school district's Hope/Guidance department provides community circle curriculum that is based on Dr. Chan Hellman's science of hope and Dr. Barbara Sorrel's trauma-responsive instruction. This curriculum is designed to teach students social, emotional, and behavioral skills that will help them become successful students and productive members of society. Our school counselor holds monthly guidance lessons for grades 1-5 and weekly guidance

lessons for our pre-k and kindergarten students using the Second Step: Social Emotional Learning Program. Union partners with outside agencies to provide mental health and counseling services to our students. Grove is fortunate to house 4 licensed counselors that provide mental health services to our students during the regular school day. Our district employees a Board-Certified Behavior Analyst that works with staff to plan and implement behavior interventions with our most struggling students. Over the years Grove has developed a network of dedicated volunteers who have tutored/mentored our students for many years. Our parent/community liaison works to recruit, train and schedule our tutors/mentors. After school tutoring and summer school are offered to students who are not meeting the standards. Resources and high interest materials are available to support student learning. These materials include decodable readers, reading and math software, web-based programs and manipulatives to support instruction for these groups.

2. Grove Elementary utilizes a multifaceted approach to identify and address the needs of our larger school community. Not only do we strive to meet the learning needs of students, but we also recognize the many factors that impact student success. Therefore, our building takes a holistic approach to addressing the needs of our school community and uses different platforms to ensure different needs are met. Grove's leadership team meets once a month to review school wide data, discuss progress towards school initiatives, and plan next steps. Data reviewed during these meetings offers a more global perspective of our school and may pertain to attendance, discipline, academics, or parent, teacher, and student surveys. Consistently reviewing these data samples throughout the year provides the leadership team with the capacity to identify trends at different grade levels, or throughout the building, that impact student learning. Based upon these findings, the team can plan and implement strategies to impact negative trends throughout the school and is also able to celebrate strengths with the rest of the staff. This school year, members of the leadership team will lead their own task force teams focused on issues impacting our school. These task force teams are comprised of staff throughout the building and are focused on improving the school's performance in the following areas: achievement, mental health and wellness, student engagement, staff engagement, and family engagement. To ensure our students are meeting state learning standards, Union has established a weekly, embedded collaboration time for teachers to examine student data, evaluate instructional practices, and develop and implement strategies to meet the needs of all students. This time is set aside to focus on grade-level student data and setting short-term goals that address OAS standards and essential skills. During this time teachers engage in a process through which they regularly review data from common formative assessments to determine student mastery of essential skills and look for patterns in the data reviewed. If data indicates a deficit in understanding grade-level essential skills, teachers collaborate to determine the cause and identify desired outcomes. Staff members work together to design intervention steps that include high-impact strategies and create a plan of who will conduct the intervention and when it will occur. Teachers monitor progress on intervention to measure its effectiveness to determine if the desired outcome was met. Quarterly grade level teams meet to review student progress toward language goals. Classroom teachers, administration and EL leads utilize WIDA rubrics to monitor progress student progress and identify strategies that facilitate language profiency. Each month Grove classroom teachers, specialists, and administration attend child study meetings (CST) to review specific student progress in reading, writing, and math. When an academic need has been identified school staff collaborate to create an intervention plan that includes evidence-based strategies to

address the specific need. Students on an intervention plan are progress-monitored weekly and data from the intervention plan is reviewed monthly to determine progress. If the student's progress is limited further intervention is planned or the student may be referred for further evaluation. At Grove, Student Assistance Team (SAT) meetings are held when a student exhibits a social, emotional, or behavioral need beyond what the classroom teacher can provide. The SAT team consists of the classroom teacher, school counselor, school administration, and any other staff member working with the child. To facilitate these meetings Grove Elementary uses social, emotional survey data provided from our Hope/Guidance department and rubrics based on Bruce Perry's brain mapping to identify needs specific to each student. After reviewing this data, the SAT team plans and implements evidence-based social, emotional, and behavior strategies to address the student's need. The evidence-based strategies may include but are not limited to scheduled sensory breaks with the behavior technician, functional behavior assessments, behavior intervention plans, counseling referrals, small group social skills instruction, etc. SAT meetings are scheduled on an as-needed basis and follow-up meetings are scheduled five weeks out from the initial meeting.

3. Again, as a community school, Grove Elementary implements a holistic approach to addressing the needs of students and families. Our behavior technician meets with small groups of students throughout the school day to provide trauma-responsive social skills instruction, sensory breaks, and mentorship to those students that need it. Our school counselor teaches guidance lessons to grades PK-5 using the Second Step curriculum. She also pulls small groups of students during each grade's lunch period to reinforce social and emotional skills. This school year our counselor collected data on student attendance and met with small groups of students identified as chronically absent. The school hosts parent and community nights through which families can build connections and learn about resources within their community. To better serve our stakeholders, our community liaison seeks out partnerships with outside agencies to expand the resources we can provide. At Grove, faith-based partnerships have provided students with mentors, tutors, and donations for basic needs when a family is struggling. Through partnerships with corporations and local businesses, we provide enriching after-school programs that expand our students' understanding of the world and teach them life skills. Grove has also built a strong partnership with outside counseling agencies and, through this partnership, currently houses three licensed counselors that provide mental health services to our students throughout the school day.

4 & 5. U-MTSS is our district's framework for providing comprehensive systems of support based on the unique needs of individual students, schools, and our district. This framework provides a multi-tiered system of support to address student academic, social, emotional and behavioral needs and includes clear criteria and processes for student length and level of participation. U-MTSS uses the response to intervention process to ensure that every student receives additional support needed to learn at high levels. Our school strives to provide timely, targeted, systematic interventions to all students who demonstrate the need. This process begins with universally screening students for academic, social and behavior problems. This is done using STAR Literacy and Math assessments and through the district's HOPE student survey. Using these assessments, students are screened three times throughout the school year to identify students at risk and monitor growth. Universal screeners are also helpful in identifying trends

within grade levels and groups of students. Tier I instruction is provided to all students by classroom teachers in all academic, social, emotional, and behavioral areas. Tier I academic instruction includes grade-level Oklahoma academic standards, objectives and an emphasis on district-identified essential skills and, if needed, pre-requisite skills. It also includes teaching strategies and routines used, such as scaffolding and differentiation. Resources such Super Kids; Scholastic Literacy; Eureka Math, and Big Ideas are used for Tier I academic instruction. Tier I social and emotional instruction are behaviors and skills identified and taught as part of the instruction for all students. This instruction is provided by the classroom teacher through our district's Hope Community Circles curriculum and by our school guidance counselor through the Second Step: Social Emotional Learning Program. Tier II instruction occurs when students show difficulty learning grade level skills taught during Tier I instruction. For this level of instruction classroom teachers collaborate to design supplemental intervention based on results from common formative assessments, end-of-unit assessments, benchmark assessments. Tier II instruction is provided in the regular classroom setting, by the regular classroom teacher and is used to reinforce grade level skills taught during Tier I instruction. The classroom teachers utilize small group instruction to reteach the concept and clarify any misconceptions. This small group may meet continuously in the regular classroom until the concept is mastered. Classroom teachers also implement Tier II behavior interventions such as check in, check out, buddy classes, calming corners, etc. to support student behavior in the classroom. For those students exhibiting continuous behavior, social, and emotional problems teachers complete rubrics and submit them to the SAT team to plan Tier III Universal interventions. Based on student rubric and survey information the SAT team may recommend interventions such as informal behavior plans, scheduled sensory breaks with behavior technician, counseling, small group social skills instruction, etc . The teacher implements interventions and collects student behavior data for five weeks. The SAT team meets again to review student data and determine intervention effectiveness. At this time the team determines if the intervention should continue, be changed, or if the student should be referred for more intensive behavior services. In the case that Tier II academic instruction is not enough to support a student, the classroom teacher recommends the student to the CST team to plan Tier III universal instruction. Tier III universal academic instruction occurs when a student has been identified as learning below grade level and is designed to target skills that will increase student achievement. Intervention plans for students needing this level of support are designed by the CST team and students receiving this level of intervention are progress monitored weekly using STAR Literacy and Math curriculum-based measures. Students needing Tier III universal support in reading receive 30 minutes of targeted skill intervention during Grove's embedded intervention block. Intervention is provided daily to small groups of no more than five students. This level of reading intervention is provided by classroom teachers, reading specialists, language arts specialists, and reading paraprofessionals. Tier III universal intervention is facilitated by resources from Orton GIllingham's multi-sensory program and SIPPS. Students needing Tier III universal supports in math also receive targeted-intervention for 30 minutes a day in a small group of no more than 5 students. This intervention is provided by the math specialist, math paraprofessional or a classroom teacher during the student's math block. Intervention is facilitated by

Bridges to Intervention math curriculum. Again, all students receiving Tier III universal intervention are monitored weekly using the STAR CBM that aligns to the student's identified skill deficit. Data from STAR CBM's is reviewed at five weeks and at ten weeks to determine intervention effectiveness and next steps. When Tier III universal instruction is not enough, and a student requires more intensive intervention to make progress, the CST or SAT teams refer the student for Tier III skill- based intervention. Tier III skill-based intervention involves consultation from the school psychologist and may involve input from the special education department. Tier III skilled Interventions should be considered the most intensive intervention. For students needing this level of intervention in academic areas the district uses 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. Tier III skilled interventions typically result in more significant time spent outside of the classroom and involve benchmark assessments and progress monitoring data that is not part of any universal screening process. Parental Consent is necessary for a student to receive Tier III services at the Skilled Intervention level. Tier III skilled instruction is provided in small groups of no more than 3 students with similar instructional targets. Student participation in instructional interventions is documented through an attendance log kept by the interventionist. It is expected that students will participate in 90% of the scheduled sessions to ensure the opportunity to benefit from the additional support provided at this level of intensity. The actual duration of Tier III activities may vary based on the nature and severity of academic and/or behavioral concerns being addressed. Parents receive a report on progress at every 5-week interval and helpful support to reinforce practice at home. At the Tier III process's end, parents are invited to review the intervention outcomes. If the student is making adequate growth with Tier III, the student will continue intervention until no longer needed. If the student is still not making progress in Tier III universal instruction after ten weeks, the student is then referred to more intensive intervention additional evaluations for Special Education Services may be required.

6. Grove Elementary prides itself on offering a range of extended learning opportunities within and beyond the school day and the school year. The school works closely with our community coordinator to provide enrichment programs for students after school. These engaging and interactive programs offer new experiences and knowledge in content areas. Some examples of after-school programs offered this year are Taekwondo, Latin dance, Changemakers, and STEM. Grove Elementary also provides tutoring after school for students that need additional support in math and reading. Along with after school tutoring, Grove helps support students by offering summer school for students. The community school coordinator works with administration and teachers to also provide summer enrichment activities and clubs. Each school year starts with Meet the Teacher Night, where students and families can meet their child's teacher. During this night, the teacher visits families and lets them know the year's expectations. Multiple family curriculum nights and parent-teacher conferences occur throughout the school year to engage families and students in the school community. During the school day, the students are also offered extended learning opportunities. Our Native American students are pulled weekly for enrichment opportunities by our Native American Specialist. Our Gifted and Talented Program provides enrichment opportunities for qualifying

students during and after school. All students are utilizing problem-based curriculum throughout the school day. Problem-based curriculum helps support extended learning opportunities as students discover ways to solve math and science problems by being presented with a challenge that they need to collaborate with classmates to solve.

7. Professional development opportunities and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction regularly at Grove Elementary. Professional developments is planned based on staff/ student needs by collecting and analyzing data. Teacher needs are collected through surveying and asking for input on what professional events would be valuable to student achievement and teacher evaluations. Student data is collected through state and district testing results and are analyzed by our Title One leadership team. Professional development at our site focuses on increasing student achievement by offering professional development on teaching the whole child. Professional development in social and emotional learning, strengthening positive relationships, and safety are offered to meet students' needs. Teachers collaborate weekly to review student data and plan high impact strategies. They use common formative assessments to identify students that have mastered grade level standards and make plans for those that have not achieved mastery yet. The grade-level teams have the support of specialists during collaboration time to support valuable, authentic discussions. The district is also intentional with professional developments offered to teachers throughout the school year and over the summer. This past year, the district developed a professional development framework that offers teachers levels of professional development in all content areas. This way teachers can choose professional development in the area they wish to develop and at the level they choose. Each teacher that has not passed or taken the ESL Certification Test was also coached by an EL coach to help them meet the instructional needs of English Language Learners.

8. Grove Elementary uses clear, diverse strategies to recruit and retain effective teachers, particularly in subjects in high need. When posting an open position online, the principal makes sure to post specific qualifications and duties that the opening requires. These explicit guidelines help recruit qualified candidates by stating exactly what is needed to perform the job listed. Once the administration has candidates applying for the position, the principal puts together a strong interview team to interview the candidates. The interview team uses a list of prepared questions and takes detailed notes during the interview. They use these notes after the interview to discuss if the candidate is right for the open position. Grove Elementary takes pride in its low turnover rate. The school thinks creatively of ways to retain effective teachers. One way that administration helps keep teachers is to offer teachers professional development and goals specific to their needs. The administration uses the Teacher/leader Evaluation System (TLE) to observe teachers and rate their effectiveness. The administration uses observations to help the teacher brainstorm a Professional Learning Focus for the school year. The feedback given to staff after an observation or evaluation is positive and not overwhelming. Administrators give teachers a few things that they could improve on to help student achievement. This continued engagement in professional growth helps keep teachers accountable and motivated. At Grove we also implement a strong mentoring program. New teachers are paired with career teachers at different grade levels and through this mentorship new teachers can observe and plan with a teacher from another grade level. Administration meets with new teachers and mentors once a month to facilitate conversations and prepare teachers for events and responsibilities to come. Another strategy that Grove Elementary uses to help with teacher

retention is to empower teachers to become leaders. Teachers are involved in decisions throughout the school and have an active voice. Many teachers at Grove serve on the school's leadership team, lead professional developments, and act as team leads. Grove Elementary helps maintain positive building morale by sustaining a Servant Leadership viewpoint. Administration is available to help support teachers, families, and students whenever they need assistance.

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.

Grove's Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and Local services, interweaving different resources and programs. The following describes how we leverage funding sources and how the resources are used to improve student outcomes. Many funding sources are used to meet the needs of our students. Grove's Title I budget allocates funds that reflect school reforms strategies determined by the Title I team. Reform strategies are identified and planned after reviewing comprehensive needs assessment. Budgets are submitted to the district's grants department for review and are reconciled three times a school year. Grove's Title I funds are used to provide a Language Arts Specialist, an EL Instructional Specialist, a Math Specialist and a Title I Math Paraprofessional (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 and extend learning opportunities. Title I funds are used for tutoring during the day, after school, and during the summer to provide instruction relating to reading and math. Grove Elementary also uses Title I funds to purchase technology and materials for students to supplement the district reading and math curriculum. Other funds are also used to meet the needs of our students and families. Extended learning opportunities such

as Changemakers, Chess Club, Broadcasting, Robotics and STEM Clubs are provided through grant funds, school partnerships and monetary gifts. Site activity funds are used to enhance after-school programming as needed. Site bond funds are also used to provide classroom resources such as technology, equipment and materials for instructional use by both students and staff. District bond dollars allow all students to be one to one with technology. A reading paraprofessional, reading tutoring, and summer school is provided through RSA funds for eligible students, allowing students in grades K – 3 to receive targeted reading instruction. Johnson O'Malley provides school supplies, cultural activities, summer school and tutoring for our Native American Students. Title IX allows for a district liaison to provide services to meet the needs of our homeless students and families. Teacher training and curriculum resources were supplemented with ESSER funds. Union Schools Education Foundation provides teacher grants for classroom materials or projects. Finally, our Parent Teacher Association, our faith-based partners and our community partners provide our staff and students with additional resources and materials, as needed. Each school year we assess needs to determine areas of strength and create goals for improvement. Funding may be necessary to purchase materials, instructional manipulatives, technology and /or software or web-based programming 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. Funds for substitutes and/or stipend payments 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. We use federal, state and local funds to provide support for all students, parents and staff at Grove. These funds are allocated based on the state, local and site plans which are driven by the input from all stakeholders. The district plan is supported by the Board of Education, PTA and community patrons. The funds listed below provide the following services/activities: Title I (511) Title I staff, Professional development, Tutoring/Extended Learning/Summer School, Parental Involvement Title III-A (572) Bilingual materials, district wide professional development to provide evidence-based practices that will increase EL student achievement. The EL teacher also provides professional development through EL coaching cycles. Title X Homeless (596)- Homeless Liaison services, transportation, supplies/materials to remove all barriers. Johnson O'Malley (563)-School supplies for Native American students, cultural activities, summer school for Native American students and tutoring for Native American students. IDEA Flow through (621) Special Education student services, including teachers. IDEA Early Intervention (623) Behavior Tech to support, intervene and assist student needs to negate the need for special education services. RSA (367)- Tutoring and small group instruction provided to students in reading.

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. 1. Long-term and short-term goals are continually reviewed by all stakeholders and our Title I Leadership committee. Title I parent meetings are held three times a year. At each meeting, progress toward goals is shared and families are provided an opportunity to submit feedback. For those parents that cannot attend these meetings, we create flyers that include Title I updates to send home with students or to pass out at community events. Student achievement data is reviewed monthly during leadership and child study meetings and weekly through collaboration and data team meetings. Schoolwide attendance, discipline, and survey data are reviewed at site leadership meetings each month. Upon review of data sets, action steps toward initiatives and goals are revised and communicated to the larger school community. Title I leadership committee meetings are held each month to review progress toward site goals and revise the budget as necessary. At the end of each school year, parent, teacher, and student survey data gathered throughout the year is compiled to analyze and identify trends in perceptions of all stakeholder groups. Student attendance, discipline and achievement data is gathered and analyzed to make needed plan revisions for the following year. Data pertaining to community schools' programs and student mental is also collected to review and identify strengths, weaknesses, and trends in these areas. Once data is compiled it is presented to the Title I team for analysis. Based on this analysis, revisions to the Schoolwide Plan are made.
2. Star assessments 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, Scholastic and Star Literacy curriculum-based measures are tracked to evaluate student progress toward reading. 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 school wide plan as they arise. Perception data gathered through surveys throughout the school year and at the end of the year are analyzed and areas of improvement are also addressed prioritized through the school wide plan.

3. Staff professional learning teams meet weekly to review student achievement data, 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. The school leadership team meets monthly to review school wide data pertaining to student attendance, discipline, achievement, and mental health to monitor trends and needs in these areas. The Title I committee, which includes family members and community stakeholders, meets three times throughout the school year to review progress toward school initiatives and goals. At the committee's final meeting, student attendance, discipline, achievement, and mental health data is gathered and analyzed. Survey data from families, students, and staff is also compiled and reviewed, along with community schools' data. All these data sets are analyzed by the Title I leadership committee to determine needs for the following year.