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.

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

2025-2026

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

July 7, 2025

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

District Information	
District Name:	Union Public Schools
District Number:	I-009
County Name:	Tulsa
County Number:	72
Superintendent Name:	Dr. John Federline
Email Address:	federline.john@unionps.org

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

School Information	
School Name:	Roy Clark Elementary
School Site Code:	120
Principal Name:	Alicia Ewing
Email Address:	ewing.alicia@unionps.org
*School Poverty Rate:	94.81%

*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.
Clark Elementary is a community school that works diligently to create an environment where students feel safe and cared for, to develop to their fullest potential. Students are encouraged to believe they can positively impact and contribute to the world around them. We believe that with the participation of families, students, community, and a qualified competent staff, students are empowered with academic and social skills to become safe, responsible, respectful, hope-centered citizens, that are college and career ready. Our Title I leadership team meets quarterly to analyze and review data on student academics, attendance, progress over our identified priorities, budgets, and to discuss the implementation of parent and community events.

1. Based upon the results of our Comprehensive Needs Assessment, specific strategies to increase parent involvement and community stakeholder involvement; specifically, with those who represent our most at-risk students, have been identified and implemented. As a Community School, we design numerous opportunities for community engagement throughout the year. Surveys for parents and students are conducted throughout the year to assess needs, evaluate effectiveness, and use the information gathered to plan events for next year. Surveys address areas of after-school programming, parent, and community event feedback, needs of the family and other need-based questions. Receiving feedback from our community allows us to evaluate and refine our programming, events and opportunities to be strategic and responsive as we plan for each upcoming year. Families are strongly encouraged to be an active part of their child's education. Parent engagement events are held with the goal of empowering parents with tools and strategies to support their child's learning at home and to build connectedness. We share resources with families to help facilitate learning of literacy and math in the home. Parental involvement is not limited to volunteering during school hours. We see parental involvement in a variety of ways, including but not limited to, communicating with their child and their child's teacher about learning, reading to their child at home in the evenings, attending school events and volunteering in various capacities.

Family and community involvement strategies include events like the Annual Back to School Block Party, Meet the Teacher/Back to School Night, Color Run, Literacy Community Nights, STEM at Home night, Connection Time, Turkey Trot, PTA sponsored events, after-school performances, assemblies and student recognition, Parent Meetings, etc. We provide opportunities for our families and former students to volunteer at these events, so they are vested members of the school/home community. Title I (511) funds are used to pay certified teachers stipends for parental involvement. Clark Elementary designates a portion of Title I funds (511) for a full-time parent liaison. Our parent liaison works with community partners, families, and students to coordinate after-school programming and helps to connect our families and students with resources that remove barriers that can otherwise hinder students from learning. Parental and community involvement opportunities are based on the school's needs and the building site team's collaborative effort. Our Community School philosophy is reviewed yearly with our community partners. Our community partners provide an active role in providing opportunities for our students, families and parent events are scheduled to build a strong school and home connection. Parent-teacher conferences are held twice a year to discuss academic achievement, social/emotional, and behavioral development with the expectation of 100% participation. Meet the Teacher/ Back-to-School night is held at the beginning of the school year to inform parents of our grade level expectations; we cover curriculum, assessments, attendance, communication, parent involvement opportunities, and community resources. We hold book fairs to promote the love of learning. Community Partner resources are available to families in need at request, or teacher/staff recommendation. Strategies include offering parent involvement events at various times throughout the day. Families are notified of events and Community Partner resources through the following means in both English and Spanish: school and teacher newsletters, flyers, Connect Ed calls, SMORE, Clark Facebook page, texts, emails, Talking Points, and digital marquee messages. Parents have access to an online portal where they can

access grades and other information regarding their child's progress. We believe that we are stronger as we grow our family and community involvement.

At Clark, a Guided Coalition has been established to strengthen our Professional Learning Community. Our current initiatives are centered on increasing student achievement and ensuring all students learn at high levels. We are also focused on improving staff climate and culture, outlining next steps for HOPE, SEL, and RTI, and developing staff commitment statements that reflect our school's shared values and goals. Grade-level support through PLCs remains a priority, along with fostering collaboration and maintaining a positive, inclusive school culture. To support this work, Title I funds may be used to provide stipends, subs, materials, and/or other professional development for staff. Staff voice is consistently included through ongoing communication via emails, meetings, surveys, texts, ConnectEd, and social media.

2. Our Clark Title I Leadership Team is comprised of administrators, Parent Liaison, Community Stakeholders, Clark Parents that represent our demographic composition and most at-risk students, Teachers, Counselor, Special Services Coordinator, Reading Specialist, Paraprofessional (working under the direction of a certified teacher), Instructional Coach and EL (English Learner) Coach. Our leadership team is involved in decision-making throughout the school year and the development, monitoring, and revising of our Title I Schoolwide Plan. Our team meets quarterly as a site Title I committee to discuss budgets, programming, identify priority areas and their progress, planning, data, reflection, planning for next year, etc. and hold quarterly Title I parent meetings to inform parents regarding Title I.

Clark Title I Leadership Team:

- Alicia Ewing- Clark Principal
- Celesta Catcher-Clark Assistant Principal
- Sara Fitch- Parent Liaison, PTA Board Member
- Ericka VanDeventer, School Counselor
- Destiny Wofford-Clark Parent, PTA Vice President
- Nikki Gaines -Clark Parent, PTA Secretary
- Chad Bones, Community Partner-Life Church Broken Arrow
- Pamela McBride-Pre-Kindergarten Lead Teacher
- Katie Owens-Armour-Kindergarten Lead Teacher
- Payton Greer-1st Lead Teacher
- Julie Williams-2nd Grade Lead Teacher
- Cheyenne Kiser-3rd Grade Lead Teacher
- Kristie Blakley-4th Grade Lead Teacher
- Anita Szilagyi-5th Grade Lead Teacher
- Kaleigh Shannon-Special Education Teacher
- Amanda Frerichs-Specials Lead Teacher

- Jessica Ridge-Instructional Coach
- Leslie Coons-Reading Specialist
- Wendy Ousley- Paraprofessional

3. Clark's vision and mission was created in 2022 and is revisited each year to ensure it still represents our Clark Title I leadership team and all staff members' collective belief and values.

Our Vision:

At Clark, we strive to:

*Be the school to attend, work at, and partner with, to positively impact the community.

*Maximize our resources to close educational gaps and provide the best experiences and opportunities.

*Remove barriers by fostering an environment that promotes resiliency, ensures success, and instills hope.

District Mission: Clark Elementary supports our district mission of 100% Graduation, College and Career ready.

Site Mission: At Clark, we believe all students can learn at high levels.

4. Our Title I Leadership team completes a Comprehensive Needs Assessment each year that consists of multiple performance, non-performance, process, and perceptual data. Based on the comprehensive needs assessment analysis, our most at-risk students are identified, our needs are established, and action plans are developed to meet the needs of our most at-risk students. Once the Title I plan is written, by the Title I leadership team, the plan is communicated to all staff, and opportunities for evaluation and revision are discussed at each one of our quarterly Title I meetings as we prepare our Title I Annual Review. The Title I schoolwide plan is posted and updated annually in both English and Spanish, a parent can request a copy of the schools Title I plan in either English or Spanish. The Title I plan is available on the website, paper copy in the office, etc.

We hold quarterly Title I parent meetings that are advertised ahead of time and conducted at various times and days for easier parent access. The meetings are held in English and translated in Spanish for our families. These meetings are held to communicate to our families regarding Title I. The time is spent defining what a Title I school is, discussing schoolwide status, Title I funds and their purpose, spending of funds, curriculum, evidence-based strategies and assessment, parent engagement policy and compact, parents right to know, parental involvement opportunities, and questions and answers.

A parent engagement policy and compact are created by the Title I leadership team and reviewed for revisions each year. These documents outline the responsibilities of the parent, student, and school. The goal

of this document is to encourage parents to be actively engaged in their child's education at school. The parent involvement policy and parent-school compact are explained and distributed in the beginning of the school year to all families in either English or Spanish.

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 school's 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.

Our team meets quarterly as a site Title I committee to discuss budgets, programming, identify priority areas and their progress, planning, data, reflection, planning for next year, etc. and we hold quarterly Title I parent meetings to inform parents regarding Title I.

According to the October 1, 2024, child count, Roy Clark Elementary served approximately 443 students in prekindergarten through fifth grade during the 2024-2025 school year. We have a diverse population of families, students, and stakeholders.

Demographics

Economically Disadvantaged	419	94.58%
English Learners	245	55.3%
Mobile	128	25.7%
IEP (Individualized Educational Plan)	47	10.6%
504	5	1%
Gifted	57	11.4%
Homeless	46	10.38%
Foster Care	5	1%
Unaccompanied Youth	0	0%

Federal Race/Ethnicity		
Hispanic	317	71.55%
Native American or Alaska Native	9	2%
Asian	5	1%
Black	60	13.5%

Native Hawaiian or Other Pacific Islander	1	0.0%
White	37	8.35%
Two or More Races	14	3.16%

- As part of the Comprehensive Needs Analysis, Clark Elementary collected a variety of data.

  Student performance data includes:

  OSTP, STAR Early Literacy, STAR Reading, STAR Math, Union CRT English Language Arts, Union CRT Math, Independent Reading Level assessments, Reading Partners, and ACCESS testing.

  Student non-performance data includes:

  Attendance audit, behavior reporting analysis, HOPE data

  Site Data includes:

  Ongoing and embedded professional development and teacher attendance and retention

  School System & Perception data collected includes:

  OU School Capacity Report, Title I Needs Assessment Surveys, Community Schools Survey and Teacher End-of-Year Survey.

Student Performance Data

Roy Clark Elementary accesses a variety of data sets to design a vision of learning and growth for our students. These data sets include not only school wide performance reports, but also academic growth reports for individuals as well as aggregates by class, grade, etc. Aside from the summative assessments for the state of Oklahoma, Roy Clark Elementary collects a variety of on-going measures to analyze student achievement. Data collected from, but not limited to, programs such as ACCESS testing, Imagine Learning, reading benchmarking, embedded curricular assessments, common formative assessments, Reading Partners, and Renaissance Learning STAR assessments inform and 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, HOPE Data, student attendance records and discipline data to obtain a broad picture of all factors that influence student achievement.

OSTP

The preliminary results from the 2024-2025 OSTP indicate that most Roy Clark Elementary student scores fall in the lower two proficiency levels for all subjects and grades. When comparing OSTP scores from the 23-24 SY and 24-25 SY it is noted: In **English Language Arts**, Grade 3 experienced some challenges as the percentage of students at the Proficient level moved from 38% to 15%, while those at Below Basic increased from 44% to 66%. Grade 4 showed slight progress, with Proficient scores rising from 15% to 18% and Below Basic decreasing from 62% to 51%. Grade 5 results shifted, with Proficient moving from 23% to 4% and Below Basic rising from 48% to 66%.
Math: In Math, Grade 3 results indicated a decrease in higher performance levels, as Proficient and Advanced combined moved from 52% in 2023–24 to 18% in 2024–25, while Below Basic increased from 27% to 48%. Grade 4 showed encouraging growth, with Proficient improving from 12% to 25% and Below Basic declining from 53% to 38%. Grade 5 reflected a shift as well, with Proficient and Advanced moving from 19% to 10% and Below Basic increasing from 48% to 60%. In **Science**, Grade 5 outcomes changed between 2023–24 and 2024–25. Proficient levels moved from 14% to 4%, while Below Basic increased from 56% to 61%, showing areas for continued focus and support.

Roy Clark Elementary needs to continue to support these students so that their mastery of skills progresses in comparison to their peers across the nation and they can advance along the continuum in the proficiency in both reading and math skills. The OSTP data indicates support is needed for our most at-risk students in the following subgroups: Economically Disadvantaged/Title I, IEP/504 students with disabilities, ELL, and students with the following Federal Race/Ethnicity: Hispanic and Black/African American. Clark Elementary needs to provide programs and staff to help close the learning gap that these students have experienced. Academic paraprofessionals as well as certified teachers, specialists, and instructional coaches are needed to provide academic support for these students. Furthermore, summer school programs and teachers could also provide additional time to master skills not yet gained. We are also refining our RTI process, implementing teacher clarity strategies, targeted small group instruction, and providing support for our most at risk students.

STAR Early Literacy, STAR Reading and STAR Math

Roy Clark Elementary also utilizes Renaissance Learning's STAR testing in Early literacy, reading, and math. STAR assessments are computer adaptive and measure student proficiency as compared with 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. Data, including subgroup data, is reviewed at the end of each testing window by the Principal,

Assistant Principal, Instructional Coach, Classroom teachers, Specialists, Title I Leadership Team (which includes certified staff, parents, paraprofessional, and community partners).and reviewed with the entire staff. Data is also analyzed, and action plans are made to support student learning during PLC's each Friday, CST's every 6 weeks, and as needed to gain knowledge to guide our instruction.

Based on the **STAR Early Literacy and Reading** data from 2023–2024 to 2024–2025, several key trends emerge in both growth and benchmark performance. In Kindergarten Early Literacy, performance declined slightly in terms of students at or above benchmark, dropping from 78% at the end of 2023–24 to 57% by the end of 2024–25. Although the mid-year data in 2024–25 showed an increase (59% compared to 53% the previous year), end-of-year proficiency did not sustain that growth. First grade Early Literacy similarly saw a decline in end-of-year benchmark achievement, from 47% to 28%. However, a deeper look at growth metrics reveals that while overall proficiency decreased, Kindergarten students had a higher percentage meeting or exceeding one year's growth (69% in 2024–25), indicating improvement in learning trajectories despite not always reaching grade-level benchmarks. For first grade, growth slightly decreased from 47% to 41%, aligning with the drop in benchmark attainment.

In STAR Reading, there was a mixed performance across grade levels from 2023–24 to 2024–25. Second grade saw a slight increase in end-of-year benchmark performance (31% to 28%) with a higher proportion of students making a year's growth (46%). Third grade reading performance declined in benchmark proficiency from 44% to 30%, and growth dipped slightly from 44% to 44%—holding steady but suggesting fewer students achieved new proficiency levels. Notably, fourth grade showed significant gains in both benchmark achievement (24% to 48%) and in students reaching expected growth (46%), indicating strong instructional impact. Fifth grade also improved slightly in benchmark data (21% to 30%) and had a notable jump in growth, with 73% meeting or exceeding a year's progress compared to just 21% the year before.

Overall, while early grades like Kindergarten and first grade saw drops in proficiency, many students still experienced academic growth, suggesting instructional efforts are helping students make gains even if they are not yet at benchmark. Upper grades showed more consistent improvement in both growth and proficiency, especially in fourth and fifth grades, reflecting positively on targeted interventions and instructional strategies implemented in 2024–25. Continued focus on accelerating foundational skills in the early grades while sustaining growth in upper grades will be critical for long-term success.

STAR Reading Subgroups:

40th Percentile and Above

Overall, Kindergarten students performed the strongest in ELA, with 57.1% of students scoring above the 40th percentile. Grade 4 followed with 47.1%. However, performance in ELA drops significantly by Grade 5, where only 28.2% of students scored above the 40th percentile.

Among demographic groups, multiracial students in Kindergarten had a perfect score, with 100% of them above the 40th percentile, followed by 80% of White Kindergarteners. Hispanic students in Grade 4 also showed strong performance (63.6%).

When looking at subgroups, female students outperformed males overall (37.5% vs. 33.8%). English Learners (EL) and students with IEPs showed the lowest performance, both below 22%.

60th Percentile and Above

Performance drops notably when looking at the 60th percentile. Kindergarten again leads with 45.7% of students above this level, with Grade 4 next at 30.9%.

Multiracial students in Kindergarten once again scored 100%, indicating a consistent pattern of high performance. However, by Grade 5, fewer than 15% of students were reaching this level, showing that academic performance may be slipping as students advance in grade.

Among subgroups, IEP and EL students remained well below average, with fewer than 12% scoring at or above the 60th percentile. Female students slightly outperformed males here too (24% vs. 22.2%).
In Conclusion: The data shows that students in the early grades—particularly Kindergarten and Grade 4—are demonstrating the strongest academic performance, especially in English Language Arts (ELA). These grade levels consistently have higher percentages of students scoring above both the 40th and 60th percentiles, suggesting that foundational instruction is having a meaningful impact during these years.

However, this early success does not appear to carry through consistently. As students progress through the grade levels, performance declines significantly. By Grade 5, fewer students are reaching proficiency benchmarks in both ELA and Math, indicating a need to strengthen instructional supports in the upper elementary grades.

Persistent achievement gaps are evident among student subgroups. Students receiving special education services (IEP) and English Learners (EL) consistently perform below their peers across all grade levels and subjects. These trends suggest that these students may not be receiving the level of academic support necessary to close the gap.

Gender-based differences are also noticeable. In Math, male students generally outperform female students, while the reverse is true in ELA, where females tend to achieve higher results. These patterns, while not extreme, are consistent and warrant attention.

Racial and ethnic performance varies. Multiracial and American Indian students stand out in some grades with notably high results—often outperforming other groups—but smaller group sizes may influence these outcomes. On the other hand, Black and Hispanic students show more variability across grade levels, with some strong areas but overall inconsistent performance. These findings point to a need for targeted and culturally responsive instructional strategies.
Roy Clark Elementary's most critical need is to continue to move students further along in their English Language Arts proficiencies. The beginning of the year assessments results reported that 57% of third graders, 40% of fourth graders and 63% of fifth graders were in need of intervention and urgent intervention. End-of-year STAR assessments indicate that 53%, 43% and 58% respectively were in need of intervention and urgent intervention. Roy Clark Elementary needs to continue to support these students so that their mastery of skills progresses in comparison to their peers across the nation and they can advance along the continuum in the proficiency in both reading and math skills. The STAR Reading data indicates support is needed for our most at-risk students in the following subgroups: Economically Disadvantaged/Title I, IEP/504 students with disabilities, ELL, and students with the following Federal Race/Ethnicity: Hispanic and Black. The data from our demographic breakdown in Star Reading show that our Hispanic and Black students have the lowest percentage of students at or above benchmark. It is important to note that there was a 13% difference in students scoring proficient that are on an IEP/504 and/or ELL and those students without

these categories. On STAR Reading, female students show only a 1% decrease in the percentage of students scoring at or above benchmark compared to male students. Clark Elementary needs to provide programs and staff to help close the learning gap that these students have experienced. English Language Arts and Math paraprofessionals as well as certified teachers and instructional coaches are needed to provide academic support for these students. Furthermore, summer school programs and teachers could also provide additional time to master skills not yet gained. Students need to be met with through the RTI process, implementing teacher clarity strategies, targeted small group instruction, and supports for our most at risk subgroups.

STAR Math Kindergarten does not take a STAR assessment benchmark in Math. STAR Math 2023-2024 results reflect student growth in math proficiencies. First grade demonstrated growth from 40% percent at/above benchmark to 51% percent. Second grade increased the percentage of students at or above benchmark from 30% percent to 34% percent. Upper grades showed growth as well. Third grade showed growth from 42% percent to 63% percent. Fourth grade had negative growth starting at 38% percent to 36% percent. Finally, fifth grade increased from 36% percent to 44%.

The most critical needs is to continue to move students further along in their Math proficiencies. Clark has made great strides in doing so. Beginning-of-year STAR math assessments indicated that 60% of first graders, 70% of second graders, 58% of third graders, 62% of fourth graders and 64% of fifth graders were below benchmark. By the end-of-year assessments, those percentages had reduced to 53%, 66%, 37%, 64%, and 56% respectively. Students gained ground in their proficiency levels for all grades except for 4th grade. Roy Clark Elementary still had a significant number of students below benchmark.

When comparing the 23-24 to the 22-23 school year STAR Math we noted that each grade level increased their at/above benchmark level by 4% - 21% except for 4th grade which went down by 2%. 3rd having the most amount of increase and raised their at or above percentage by 21% points.

STAR Math Subgroups

40th Percentile and Above

Math performance is generally lower than ELA. Grade 4 stands out with the highest percentage of students (55.9%) above the 40th percentile, followed by Grade 3 (35.5%).

American Indian students in Grade 2 had exceptional results with 100% scoring above the 40th percentile. Multiracial students in Kindergarten also hit 100%.

When broken down by gender, males outperformed females by a significant margin (35.9% vs. 22.1%). Again, EL and IEP students struggled, remaining below 21%.

60th Percentile and Above

The drop from 40th to 60th percentile is even more dramatic in Math. The highest performing group was again Grade 4, with 37.6% of students at or above the 60th percentile. American Indian Grade 2 students and multiracial Kindergarten students continued their perfect scores here.

Most other grades, however, had fewer than 25% of students above this level. Females trailed males by about 8 percentage points (14.4% vs. 22.5%). IEP and EL students remained significantly behind.

In Conclusion:

Roy Clark Elementary needs to continue to support these students so that their mastery of skills progresses in comparison to their peers across the nation and they can advance along the continuum in the proficiency in both reading and math skills. The STAR Math data indicates support is needed for our most at-risk students in the following subgroups: Economically Disadvantaged/Title I, IEP/504 students with disabilities, ELL, and

students with the following Federal Race/Ethnicity: Asian and Black. The data from our demographic breakdown in Star show that our Asian and Black students have the lowest percentage of students at or above benchmark. It is important to note that there was only a 3% difference of students scoring profiecent that are on a IEP/504 and/or ELL stduents versus those without these categories, in the STAR Math data, which means the discrepency is low. On STAR Math, female students show a 14% decrease in the percentage of students scoring at or above benchmark compared to male students. Clark Elementary needs to provide programs and staff to help close the learning gap that these students have experienced. English Language Arts and Math paraprofessionals as well as certified teachers and instructional coaches are needed to provide academic support for these students. Furthermore, during and after-school tutors, summer school programs and teachers could also provide additional time to master skills not yet gained. Students need to be met with through the RTI process, implementing teacher clarity strategies, targeted small group instruction, and supports for our most at risk subgroups.

Reading Partners - We have had a partnership with Reading Partners to support our students who are 1-2 grade levels behind academically in Reading. In the 21-22 school year, Reading partners served 34 students and had 56% of students meet their PLGG's goals. In the 22-23 school year, tehy served 33 students, and had 96% of stduents served meet their PLGG's goals. In the 23-24 school year, 35 students were served through Reading Partners, and 97% of those students met their PLGG's goals. In the 24-25 school year, they served 35 students and 91% of those students met their PLGG's goals. In the four years, we have partnered with Reading Partners we have increased or maintained the number of students served and the % of students meeting thier PLGG's goals. There was a slight decrease in students meeting their PLGG goals in the upper grades at 81%, however, K-2 students met their PLGG goals at 100% this year.

Clark Elementary needs to provide programs and staff to help close the learning gap that these students have experienced. English Language Arts and Math paraprofessionals as well as certified teachers and instructional coaches are needed to provide academic support for these students. Furthermore, during and after-school tutoring, summer school programs and teachers could also provide additional time to master skills not yet gained. Students need to be met with through the RTI process, implementing teacher clarity strategies, targeted small group instruction, and support for our most at-risk subgroups.

Union Public Schools CRT Reading and CRT Math

Roy Clark Elementary, as part of the Union Public Schools, participates in benchmark testing (CRT). Students in grades three through five are assessed criterion-based tests in both reading and math. The English Language Arts CRT and the Math CRTs measure standards covered during that quarter. Assessments occur at the end of the first three quarters of the school year. Data, including subgroup data, is reviewed at the end of each testing window by the Principal, Assistant Principal, Instructional Coach, Classroom teachers, Specialists, Title I Leadership Team (which includes certified staff, parents, paraprofessional, and community partners), and reviewed with the entire staff. Data is also analyzed, and action plans are made to support student learning during PLC’s each Friday, CST’s every 6 weeks, and as needed to gain knowledge to guide our instruction.

Results for Roy Clark Elementary students presented and discussed below.

Roy Clark Elementary, as part of the Union Public Schools, participates in benchmark testing (CRT). Students in grades three through five are assessed criterion-based tests in both reading and math. The English Language Arts CRT and the Math CRTs only measures standards covered during that quarter. Assessments occur two times a year in November and February. Results for Roy Clark Elementary students presented and discussed below. A review of student proficiency data from the 2023–2024 and 2024–2025 school years at Clark Elementary highlights important trends and opportunities for growth across grades 3–5. In 2023–24, 3rd grade showed steady progress, with a decrease in the percentage of students performing Below Basic and an increase in those reaching higher proficiency levels by the end of the year. In comparison, 2024–25 presented more challenges in 3rd grade, with an increase in students needing foundational support. Fourth grade in 2023–24 had consistent performance levels, while the 2024–25 cohort began the year with stronger starting points—including a notable percentage at the Advanced level—but saw a shift toward the Basic category by year-end, indicating a need to maintain early momentum. Fifth grade showed the most growth in 2023–24, with a clear movement toward higher proficiency levels. In 2024–25, fifth grade performance was more stable, with small changes from beginning to end of year. These results emphasize the importance of continued focus on instructional strategies, targeted support, and building on early successes to ensure all students have the opportunity to grow and succeed.

Clark Elementary needs to provide programs and staff to help close the learning gap that these students have experienced. English Language Arts and Math paraprofessionals as well as certified teachers and instructional coaches are needed to provide academic support for these students. Furthermore, during and after-school tutors, summer school programs and teachers could also provide additional time to master skills not yet gained. Students need to be met with through the RTI process, implementing teacher clarity strategies, targeted small group instruction, and supports for our most at risk subgroups.

An analysis of CRT results show that while there is room for growth in student proficiency levels, a strength of Clark Elementary is that the majority of students in all grades are growing in their skills. Through the use of Exact Path, small group instruction, and intervention all grade levels have seen student growth, some upwards of two-years. Clark's greatest need is to build upon that growth and help support more students so that there are greater gains in their reading and math proficiencies. Continued professional development in Teacher Clarity and small group instruction is needed. The support of language arts and math paraprofessionals and specialists are needed to work in small groups and provide increased intervention for students. The RTI process continues to be refined; teacher clarity strategies, targeted small group instruction, and supports for our most at-risk subgroups continue to be a focus.

Roy Clark needs to continue using the support of the district curriculum handbook, instructional coach, and curriculum specialists to ensure that standards are being covered at the appropriate times and that students who are not mastering the skills receive intervention while student who have mastered skills are receive extension of their learning.

ACCESS

Clark Elementary has a large English Learner Population. Clark Elementary has a large English Learner Population. When comparing English learner data for Clark from the 2023–24 to the 2024–25 school year, several key changes stand out in student growth and performance. The percentage of students showing overall growth increased from 40% in 2023–24 to 50% in 2024–25, a significant 10-point gain. Additionally, students demonstrating adequate growth of 0.5 or more rose slightly from 29% to 32%, showing improvement in meaningful language development progress. This upward trend suggests that instructional supports and interventions may be more effectively supporting language acquisition and academic progress.

However, there are areas of concern. The percentage of students marked as "lost"—those who were not available for the second data point—grew from 19% to 23%, which could impact the accuracy of overall growth analyses and indicates a need to address mobility or attendance. The number of students who were fully exited (FEP'd) dropped from 6% (13 students) to just 2% (4 students), which may indicate either more stringent reclassification standards or that fewer students reached the proficiency threshold this year. While the increase in students showing growth is promising, the decline in reclassification rates and increase in lost students highlight the need for continued monitoring and support systems to ensure students not only grow but exit successfully.

We are also refining our RTI process, implementing teacher clarity strategies, targeted small group instruction, and providing support for our most at-risk subgroups.

Student Non-Performance Data

Student Attendance

Attendance data indicates Roy Clark Elementary has an average daily attendance of 92.48%. The data informs us that we have slightly lowered it from the previous year, but only by 0.28%. It has gone down 3 years in a row but up from 4 years ago. Attendance data indicates that attendance is reasonably consistent across grade levels with only a difference of 4.11% from our best grade to our worst attendance grade. Pre-Kindergarteners-2nd grade students have a lower attendance rate than 3rd-5th grade students. When comparing 23-24 to 24-25 school year attendance rate data in Pre K, K, 1st, 3rd, and 5th grades decreased while the others increased with 4th grade having the biggest increase of 1.15%. The data indicates that lower grade students are more likely to miss school than students in the older grades. Focus should be on educating families on the importance of developing good attendance habits early to help support student achievement. Clark Elementary needs the support of school personnel such as a homeless liaison, DHS case worker, as well as a parent liaison to reach out to families and help provide resources that remove barriers to student attendance. Clark Elementary needs to continue to designate an attendance team that tracks attendance, tracks data, and reaches out to families with ways in which we can educate, or support needs to increase student attendance. Additionally, Clark needs programs and activities to foster connections to schools and a strong relationship between home and school. Funding for after-school programs, family events, parent involvement and a parent liaison are needed.

Chronic Absenteeism

A more detailed analysis of attendance data indicates that Kindergarten and PreK students are more likely to miss school than students in the other grades. The overall percent of students who are approaching chronic absenteeism is 37% and 21% of Roy Clark students are chronically absent, missing 10% or more of the school year. Focus should be on educating families on the importance of developing good attendance habits early to help support student achievement. The school needs to partner with school personnel such as the homeless liaison, DHS school based specialist, as well as a parent liaison to reach out to families and help provide resources that remove barriers to student attendance. While analyzing the data from this year we discovered Clark's approaching chronically absent students have increased from last year but students who were considered chronically absent decreased. 5th grade and Kinder were the only grades that total chronically absent and approaching has increased in both categories. Other grades either decreased in chronically absent or approaching. Second grade dropped in percentage of both approaching and currently chronically absent.

Staff Attendance

Roy Clark Elementary reported an average daily staff attendance rate of 89% for the school year. A total of 134 personal days were utilized, accounting for 25% of all absences—an increase from the previous year. This rise may reflect ongoing challenges faced in public education, including stress and the need for mental health days.

We recognize that teacher attendance has a direct impact on student achievement, and we remain focused on the importance of consistent classroom instruction. One ongoing challenge is securing qualified substitute teachers. The district is addressing this by partnering with a new staffing agency to improve substitute fill rates.

Student Behavior

When analyzing behavior data, we saw that 90 students were responsible for 122 behavior incidents at Roy Clark Elementary. Clark this year did not have any high behavior offenders move out of the school like we have years prior. In regards to behavior incidents when sorted by federal race or ethnicity, incidents involving students of Asian, Pacific Islander, and white Ethnicities along with students with 2 or more races reported the fewest percent and Hispanic and Black the highest. Hispanic is the Majority Federal Race in our school demographics. 4th and 3rd had the highest percent of suspensions.
Clark's strength is that the vast majority of students are engaged in appropriate school behavior and not loosing academic time to address behavioral concerns. As academic data suggested, training in social emotional learning seems to help. Furthermore, the support of school personnel such as a behavior technician and counselor as well as more social-emotional training for school staff is needed to help reduce behavior incidents. The support of outside counselors from FCS to help support student and family needs is important as well. The support of an instructional coach to provide assistance in classroom management techniques as

well as instructional strategies is needed to help support student and teacher needs in order to decrease behavior incidents that disrupt the learning environment.

Clark's strength is that most students are engaged in appropriate school behavior and do not lose academic time addressing behavioral concerns. As academic data suggested, training in social emotional learning could help. Furthermore, the support of school personnel such as behavior technicians and counselors and more social-emotional training for school staff is needed to help reduce behavior incidents. The support of an outside counselor from FCS to support students and family needs is also important. The support of an instructional coach to aids in classroom management techniques as well as instructional strategies is needed to help support student and teacher needs to decrease behavior incidents that disrupt the learning environment. Compared to last year the number of suspensions in pre-kinder, 2nd, 4th and 5th grade went down while the other grades went up. Black and multi-race student suspensions decreased by percentage, but other races' percentage of suspensions went up. The percentage of male and female suspensions stayed the same.

School System and Perception Data

Professional Development

On-going professional development and End of the year Survey:

Roy Clark Elementary conducted on-going professional development in teacher clarity. We held two in person professional development training courses with the consultant and classroom teachers and held two sets of in-class coaching and debriefing sessions with the consultant. Plans are to continue the ongoing professional development in teacher clarity through our instructional coach for the 25-26 school year. Staff also attended four trauma responsive professional development sessions throughout the school year to further their knowledge of working with trauma students. We will continue to gain training on increasing a students' social emotional skills to enhance students' awareness, management, emotional regulation, HOPE, and sense of belonging.

In the 2024–2025 school year, professional development at Roy Clark Elementary focused heavily on English Language Development (ELD), ELA Curriculum, and Teacher Clarity. All 20 classroom teachers participated in ELD and ELA Curriculum training, while 16 engaged in PLC training. LETRS training also saw a slight dip, with only 4 teachers involved compared to 5 the previous year.

The staff end-of-year professional development needs survey for 2024–2025 reflected a strong interest in ELA (13 responses) and student engagement (9 responses), along with continued need for classroom management support (7 responses). Small group instruction saw a significant decline in perceived need (5 responses) compared to the previous year's 14.

Regarding preferred formats for PD delivery, the majority of staff favored sub days (19 responses), while all other modes—such as coaching, team study, book studies, or online formats—received minimal or no interest. This suggests a strong preference for structured, job-embedded PD that occurs during the school day.

2024 OU Capacity Report

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 the aims to evaluate organizational capacity for each site. As part of the 2025 report, 12 teachers, 62 4th grade students, and 19 parents/guardians responded. The following is a summary of the 2025 Clark Elementary report and its findings regarding parent responses. An area of strength is that parent's perception is favorable regarding their trust in the school, the quality of education their students receive and the school's outreach (their sense of belonging in the school community). Only one area scored in the just below favorable range: parent/guardian growth mindset. However, we saw a 0.15% increase from last year. Community outreach decreased slightly, but remains favorable, which is indicative of our community's sense of belonging. Holistic Student Learning increased, and all other areas remain in the favorable range.

Teacher Responses

Roy Clark Elementary Teachers responded to a series of prompts regarding workplace satisfaction. Roy Clark Elementary Teachers responded to a series of prompts regarding workplace satisfaction. An area of strength is that Clark teachers feel competence satisfaction, and teacher workplace connectedness. Organizational commitment, Strategic plan, and Union faculty belonging are approaching highly favorable. Scores were lower, but still in the favorable category for Autonomy Satisfaction, Collective Teacher efficacy, Faculty trust in in Colleagues and Principal, Job satisfaction, Principal support of students and teacher psychological needs, program coherence, and Transformational Leadership Behavior. Teacher Burnout, and Faculty Trust in Parents decreased in the range of not favorable. This is reflective of the state of education at this time and the need for an increase of parental engagement. Roy Clark needs to continue to support parents in understanding their child's education and in communicating with parents for parental involvement opportunities. Roy Clark Elementary retention rate is 88%. This data is a few percentage points higher than the last few years which is favorable, but most staff moved from Clark for other jobs within the district, one promotion, and one was not asked back. Clark elementary has focused on developing our vision and building culture, which we believe are direct reflections of this data. Nevertheless, there is a need for social and

emotional, and organizational support to develop more trust among stakeholders. It is positive to note that 20 out of the possible 22 indicators remain in the favorable or hightly favorable score, and that we did not score any indicator lower than a 3.13 which was Teacher Burnout. Teacher burnout is more of a larger issue than at a site level.

Student Responses

Clark's strengths were in students' perception of the support they receive at Clark Elementary. Scoring in the favorable response range were students' perceptions of the school mission of 100% college and career readiness, community relational support, Growth Mindset, and Student trust in teachers. Peer relational support, student identification with school and Student trust in teachers moved to a higher favorable band level. Bullying and cyberbullying were nearly the same as the year before; which is not favorable. Areas that have previously scored less favorable, but have gained an increase are children's hope, student trust in students, and growth mindset; which is a direct reflection of the work on HOPE we have instilled in the last few years. Roy Clark Elementary needs to continue to support a learning environment that has zero tolerance for bullying and continues to support bullying education. Clark Elementary needs to continue to support HOPE in students and families as well as social emotional learning. Clark Elementary needs to provide programs and staff to continue to drive instruction, learning, and sense of trust in schools and ownership of the mission of 100% college and career ready. That means Clark needs certified teachers and instructional coaches to provide academic support for these students. Furthermore, during and after-school tutors, reading partners, summer school programs and teachers could also provide additional time to master skills not yet gained. Opportunities for after-school programs and family events for students to participate and enjoy hobbies and activities outside of the school day will continue to build identification with school and a sense of hope.

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Clark families also had the opportunity to respond to a Title I needs assessment survey. With 69 respondents (25 in English 44 in Espanol). Respondents were asked to respond using a rating scale of 1 (low/unfavorable) to 5 (high/favorable). This survey had some similar themes in its prompts, but with somewhat different results than the community schools survey. The most favorable response was that parents have a high satisfaction with teachers meeting the student's academic needs (4.73).The next two highly favorable

categories are family satisfaction with Clark being a safe school (4.59), and the high level of connection families feel toward Clark (score of 4.52). When comparing the 23-24 school data to the 24-25 school data we note two areas with an increase which are satisfaction of communication between families and the school, and teachers meeting the students academic needs. We believe these increases are in direct reflection with Clark elementary's focus on the use of Talking Points and families' level of engagement, and Teacher Clarity, professional development and implementation. Respondents rated one of the lowest in the area in their child's stamina and problem solving ability 3.97. and of most concern was parents lack of connectivity with other families at Clark (average score 3.14).
Survey results indicate that while parents trust our school and feel confident regarding the quality of instruction their child receives and are receiving positive communication regarding their child's success. They feel connected to the school but also want to feel connected to other families. Clark Elementary needs the support of a community schools coordinator to help coordinate programs to meet parent needs outside of the school day including assistance with holiday gifts, dental assistance, assistance with food or clothes, helping their child with schoolwork at home and/or connecting to other families. Increasing parental involvement and education as well as providing opportunities for them to connect with one another continue to be needed for the stakeholders at Clark Elementary.

Clark Elementary needs the continued support of a parent liaison who can communicate with families and help bridge school and home. One goal is that we work together between home and school to identify family's needs, build trust and connectivity with the school, and provide resources and support so that barriers to academic and social/emotional deficits are removed.

Title I Needs Assessment Survey

Additionally, as a community school, Clark Elementary invited parents to complete a survey. The survey was sent to all families at Roy Clark Elementary. 159 households responded; 78 English speaking, 105 Spanish speaking, and 4 others. Regarding their needs, families responded that gifts for holidays, clothing, and EL/GED classes were the greatest need. Other high needs were food assistance, vision, and dental assistance. Clark Elementary's greatest need is to continue the community schools' approach and have a parent liaison that works with the school, families, and community partners to meet these needs. Clark needs to continue to survey parents to better understand what barriers families must ensure student success in the school environment.

Clark families also had the opportunity to respond to a Title I needs assessment survey. With 69 respondents (25 in English 44 in Espanol). Respondents were asked to respond using a rating scale of 1 (low/unfavorable) to 5 (high/favorable). This survey had some similar themes in its prompts, but with somewhat different results than the community schools survey. The most favorable response was that parents have a high satisfaction with teachers meeting the student's academic needs (4.73). The next two highly favorable categories are family satisfaction with Clark being a safe school (4.59), and the high level of connection families feel toward Clark (score of 4.52). When comparing the 23-24 school data to the 24-25 school data we note two areas with an increase which are satisfaction of communication between families and the school, and teachers meeting the students' academic needs. We believe these increases are in direct reflection with

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Summary

Student, Parent, & Staff Strengths

Clark's strengths were in the students' perception of the support they receive at Clark Elementary. Scoring in the favorable response range were students' perception of the school mission of 100% college and career readiness, community relational support, Autonomy Supportive Instruction, Competence Supportive Instruction, Growth Mindset, Peer Relational Support, and Safety. All categories increased in favorability, but the previous 7 categories also moved to a higher favorable band level. Three areas that scored less favorable in the last two years, but have gained a significant increase, are children's hope, student trust in students, and growth mindset.

An area of strength is that parents' perception is favorable regarding their trust in the school, the quality of education their students receive, and the school's outreach (their sense of belonging in the school community). Additionally, Clark Parents have a high satisfaction with Clark being a safe school, they feel highly connected to Clark, and they believe that their child's teacher can meet their students' academic needs.

An area of strength is that Clark teachers feel that teacher collective efficacy, principal support of student psychological needs, strategic plan, and PD opportunities are highly favorable, An Increase was also found in Organizational Commitment, increase in teacher work connectedness, Faculty Belonging, Enabling School Structure, Faculty Trust in Colleagues, and Principal support of Teacher psychological needs. Scores were

lower, but still in the favorable category for Competency Satisfaction, Intent to leave, Transformational Leadership Behavior, and Faculty trust in Principal.

Student, Parent, & Staff Needs and Priority Focus

While most students are growing in English Language Arts and Math proficiency, there is much room for improvement. Across all grade levels and including a variety of metrics, most students end the school year below grade level benchmarks.

Roy Clark Elementary needs to continue to support a learning environment that has zero tolerance for bullying and continues to support bullying education. Clark Elementary needs to continue supporting HOPE in students and families and social emotional learning.

Of most concern was parents' lack of connectivity with other families at Clark. While parents trust our school and feel confident regarding the quality of instruction their child receives, they would like to receive more positive communication regarding their child's success, and they want to feel connected to other families at Clark.

Staff needs were found in Autonomy Satisfaction, Job satisfaction, Teacher Burnout, and Faculty Trust in Parents. This is reflective of the state of education currently and the need for an increase in parental engagement. We will continue to build our school culture and support our teachers who work tirelessly each day to educate our students and provide them with the best experiences and opportunities.

With that in mind, Clark Elementary priority focus areas are:

- All students will demonstrate a year's worth of growth or more in Reading from BOY to EOY using STAR Early Lit/Reading.
- All students will demonstrate a year's worth of growth or more in Math from BOY to EOY using STAR Math.
- Increase parental engagement to promote a powerful sense of community (I Do, We Do, Lunch and Learn, Connection Time, Family HOPE Sessions, etc.)
- Increase students' social emotional skills to enhance students' awareness, management, emotional regulation, HOPE, and sense of belonging.

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

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

Schoolwide Plan Strategies

1.

The Title I leadership team has collected and analyzed the data from the comprehensive needs assessment and has identified needs and prioritized focus areas.

These needs and prioritized focus areas are:

- All students will demonstrate a year's worth of growth or more in Reading from BOY to EOY using STAR Early Lit/Reading.
- All students will demonstrate a year's worth of growth or more in Math from BOY to EOY using STAR Math.
- Increase parental engagement to promote a powerful sense of community.
- Increase students' social emotional skills to enhance students' awareness, management, emotional regulation, HOPE, and sense of belonging.
  Metrics to measure this include surveys, sign-in sheets, behavioral data, HOPE data, attendance data, and academic data.

The identified most at-risk subgroups are:

- Economically Disadvantaged/Title I
- IEP/504 students with disabilities
- ELL

The identified most at-risk Federal Race/Ethnicity Groups are:

- Hispanic
- Black/African American

Our needs, prioritized focus areas, and identified subgroups were used to create the school-wide plan for Roy Clark Elementary. Roy Clark Elementary intentionally supports our identified most at-risk subgroups. The core curriculum includes Eureka, Big Ideas, Number Corner, Scholastic Literacy, Super Kids, Union's Literacy Framework, Savvas, and Studies Weekly for 3rd grade. Social Studies is embedded in literacy in K-2 classes through content area trade books. Twig Science and Project Lead the Way are evidenced-based science programs that promote higher order thinking and problem-solving skills which align with the Oklahoma Academic State Standards. Our district's Literacy framework, Scholastic Literacy and Super Kids support the balanced literacy gradual release model. Students participate in whole group mini lessons, independent reading time, strategy groups, guided reading, shared reading, and writing. These practices allow maximum individualized instruction to meet student needs. Teachers utilize embedded curricular assessment resources, Star Early Lit. and Star Reading/Math to assess students and make targeted, skilled small groups to meet various learner levels.

Our Scholastic Literacy and Superkids curriculums have lessons for all students. In addition, our reading curriculums have English Language Development components and intervention components to address the needs of our English Learner and IEP/504 students who have been identified as the subgroups most at-risk. Our teachers may use these intervention components during small group lessons scheduled each day, which connects language development with the whole group lesson concepts taught. Our Special Education teacher may utilize these elements of the curriculum during direct instruction and collaborative instruction. These curricular resources also include enrichments, re-teaching strategies, and vocabulary supports to meet the specific needs of our subgroups.

Small group reading intervention, STAR data, SIPPS, Orton-Gillingham and intervention support from curricular resources provide evidence-based guided reading/literacy skill group support for our below level readers. Our Reading Specialist, Language Arts Specialists (511), retired, certified in-school tutors, and Paraprofessionals working under the direct supervision of a certified teacher (511/RSA) utilize these resources to support our students in reading. Students are identified for this intervention during our scheduled intervention time based on their individual reading data. Reading small groups are closely monitored and adjusted based on student growth to continue to promote mastery.

Eureka and Big Ideas are evidence-based programs, emphasizing problem solving and learning concepts. Teachers have access to Math Reads books; trade books designed to reinforce math concepts through literacy. Online resources are provided to scaffold the content for our EL students and our IEP/504 students, which tie directly to the lesson objectives and the state standards to support our identified subgroups.

Fluency routines and number talks are instructional strategies used as a part of the math curriculum and provide additional opportunities for students to practice the math skills previously taught. These curricular resources include enrichments, re-teaching strategies, and vocabulary supports to meet the specific needs of the subgroups.

Number Corner is a skill building program that utilizes the classroom calendar. providing daily practice as well as continual encounters with broader mathematical concepts in 15–20 minutes of engaging instruction. Teachers engage students in daily workouts that introduce, reinforce, and extend skills and concepts related to

the critical areas of study at each grade level. New pieces are added to the display each day, providing starting points for discussions, problem solving, and short written exercises.

Ongoing professional development with the Instructional Coach and EL Coach, in areas such as social emotional learning, visible learning, teacher clarity, learning intentions, success criteria, levels of engagement, data cycles, standards alignment, English Language development, EL strategies and scaffolds, and goal setting supports differentiated learning for our subgroups. Over 90% of Clark students live below the poverty line. A significant percentage of students and families at Clark present with various high needs from the effects of trauma, poverty, lack of social/emotional regulation, etc. We will continue professional development on effective small group instruction, increasing a students' social emotional skills to enhance students' awareness, management, emotional regulation, HOPE, and sense of belonging.

2.

Clark Elementary will meet the needs and prioritized focus areas identified from the Comprehensive Needs Assessment by providing multiple opportunities and continued use of evidenced-based interventions for students in need. Such opportunities include:

- District and site professional development
- Daily intervention time
- Tutoring in/out of the instructional day
- Programming during and after the school day
- Parental involvement
- Assessments
- Electronic Data
- Planning Days
- PLC (Professional Learning Community) & Data Teams
- Use of Technology
- Attendance Tracking
- Child Study Teams (CST) – Tiered supports for academics
- Active and engaged administrative staff

District and Site Professional Development-

Instructional Coaching- Coaching cycles with our instructional coach (511), using Jim Knight's Impact Cycle. Teachers improve by setting goals, identifying and implementing specific teaching strategies. Teacher and coach continuously monitor student progress until the goal is met. Professional development with our Instructional Coach is provided in areas such as teacher clarity, learning intentions, success criteria, assessments, standards alignment, goal settings, student engagement, effective small group instruction, classroom management etc.

EL Coaching-Teachers receive one-on-one EL coaching cycles to help shelter various language levels in the classroom and provide English Language Development support. During these coaching cycles, the EL coach and classroom teacher look at EL student ACCESS data within the domains of listening, speaking, reading, and writing. The goal of the coaching cycles is to strengthen and shelter the whole group lessons to support language growth with the EL students in the classroom. Language objectives are embedded in the lesson and designed to work together with content standards.

Visible Learning/Teacher Clarity and Social Emotional Learning- The continuous work with visible learning, teacher clarity, and increasing a student's social emotional skills, will be an active part of coaching cycles with our instructional coach and EL coach, as they work on goals and planning to support the instructional strategies employed by teachers to meet our students most at-risk. During the last three school years, teachers utilized a teacher Clarity consultant alongside the instructional coach and EL coach to implement learning intentions, relevancy, and success criteria into the classroom. We will continue this work with instructional coaches and teachers for the 2025-2026 school year.

Reading- District and site PD (Professional Development) will continue with prioritizing standards, identifying success criteria, creating common formative assessments, utilizing evidence-based strategies that have a high effect size, instructional strategies utilized, and vertical alignment to promote mastery of state standards. A district handbook aligned with essential standards, scope and sequence, assessment, and resources is utilized for planning and teaching. Admin attendance in weekly PLC, formal and informal observation, discussion during CST, and monitoring of data will ensure that pacing guides are being utilized and intentional small group instruction in occurring. During curriculum night, parents will receive grade level objectives for each quarter, and teachers will be available for questions. Quarterly parent meetings will continue to occur where admin will communicate with parents' current data and student progress.

Math- We will continue the work centered around creating learning opportunities for our students to problem solve and for students to gain a conceptual understanding of math content to make connections between ideas and concepts. We are fully implementing math fluency routines in every grade level to support number sense and problem solving. A district handbook aligned with essential standards, scope and sequence, assessment, and resources is utilized for planning and teaching. Admin attendance in weekly PLC, formal and informal observation, discussion during CST, and monitoring of data will ensure that

pacing guides are being utilized and intentional small group instruction in occurring. During curriculum night, parents will receive grade level objectives for each quarter, and teachers will be available for questions. Quarterly parent meetings will continue to occur where admin will communicate with parents' current data and student progress.

Social Emotional Learning- ongoing professional development throughout the year with staff on increasing students' social emotional skills to help teachers grow in proactive and responsive measures and help students learn to self-regulate to promote student engagement and increase academic learning time and achievement for our most at-risk students. In the summer of 2022, a group of teachers and administrators attended a Trauma Fellowship PD and Hope training at the district level. In the summer of 2023, staff continued to receive the above-mentioned training. Ongoing professional development in trauma informed practices and the Science of Hope continued for the last three school years during faculty, leadership, and parent meetings. We will continue this work going into the 25-26 school year to further equip our staff and deepen their knowledge of teaching students who have or who are experiencing adversity. We will continue professional development on increasing students' social emotional skills to enhance students' awareness, management, emotional regulation, HOPE, and sense of belonging.
Social Emotional Practices have been implemented at the site level: Community Circles daily, Nurture Groups weekly, Focus Groups for critically low HOPE students, and parent HOPE sessions were held to support the work of Hope with our families.

Daily Intervention Time-

The focus for intervention during this block of time is to support students identified as performing below benchmark in reading and math. During intervention time daily, classroom teachers, Reading and Language Arts specialist, retired, certified in-school tutor, and paraprofessional, working under the direct supervision of a certified teacher, provide intense interventions for specific identified skills individually or in small groups in the area of reading and math. Teachers and specialists monitor the intervention through Star CBM and AIMS WEB. In addition, our leveled library in the bookroom provides resources for guided reading support.

Our Reading Specialist, Language Arts Specialists (511), and In-School Retired Certified Tutor will utilize resources to support our students in Reading. Students are identified for this intervention during our scheduled intervention time based on their Individualized Reading Levels, STAR assessment scores, and common formative assessments collected in the classroom. Reading small groups are closely monitored and adjusted based on student growth to continue to promote Reading mastery.

Tutoring in/out of the instructional day-

Retired Certified teachers provide push-in/pull out support during the school day to support identified students in reading and math (511/RSA), and certified and support staff provide tutoring after school (511/RSA). Our parent liaison coordinates after-school tutoring for students who need additional support.

Programming-During and after the school day-

Reading Partners program (RSA) supports the literacy growth of our students through weekly targeted, one-on-one reading tutoring for students identified as 1-2 years below grade level. STAR testing is done to identify students that meet these criteria.

Our parent liaison works with all families and students to coordinate after-school programming and helps to connect our families and students with resources that remove barriers that can otherwise hinder students from learning. Parental and community involvement opportunities are based on the school's need and the building site team's collaborative effort. Our Community School Components are reviewed yearly with our community partners. Our community partners provide an active mentorship program for our students and multiple after-school enrichment programs. Based on parent feedback provided on surveys, we strategically plan for on-site activities that give families an opportunity to connect and grow together. Parent Surveys also note that they need support in the areas of medical, dental, and mental health. We select after-school activities that outside programs and community partners offer. We support our families with holiday help, meal assistance, car seats, and connect them to resources in the community. We hold book fairs to promote the love of reading.

Community Circles in every classroom are built into our master schedule. Community circle time includes a greeting, rules, check-in, question of the day, and an activity. The goal of this designated time is that community is built, and students leave the circle feeling connected. The community circle supports our students' needs to build social emotional capacity.

Nurture Groups are held weekly to support students with attachment needs. Weekly lesson plans focus on life skills and giving and receiving acts of nurture. Students are selected by teacher recommendation based on the needs of the student to support social emotional learning.

Parental Involvement-

Parent-teacher conferences are held two times a year to discuss academic achievement, social/emotional, and behavioral development with the expectation of 100% participation. Meet the Teacher/Back to School Nights are held at the beginning of the school year to inform parents of our grade level expectations; we cover curriculum, assessments, attendance, communication, parent involvement opportunities, and community resources.

Our Annual Back to School Block Party, Meet the Teacher/Back to School Nights, PTA sponsored events, After-School Showcase, Open House for after-school programming, 5th grade graduation, Family picnics, Turkey Trot, Color Run, HOPE family sessions, Parent-teacher conferences, and Community Literacy nights are implemented to encourage parents to be active participants in their child's education. Parent events such as I do, we do, connection time, STEM at home, and lunch and learn will continue to promote parent engagement in the 25-26 school year. Title 1 (511) funding is used to pay teacher stipends for parental involvement.

Assessments-

Various forms of data are collected including OSTP, CRT, STAR, ACCESS, IRL, formative assessments, etc. The STAR test is given in Math and Reading at least 3 times a year. This data, along with running records, assessments embedded in the curriculum, and classroom common formative assessments are reviewed at data meetings to identify which students are still struggling with specific concepts. Students are identified and an action plan for intervention is made to address specific skills and strategies in small groups. Grade level teachers, the instructional coach, administrators, and specialists throughout the building analyze this data. HOPE data for our 3rd-5th grade students is collected beginning, middle, and end of the year and is analyzed for supports to build our students HOPE level, based on the Science of HOPE.

Electronic Data-

All students' STAR and District benchmark assessments are charted and monitored for progress as a site and by individual grade levels. This data is used to inform our decision-making, instruction, and intervention. The data collected is looked at during CSTs and weekly at PLC meetings (511) with the instructional coach, classroom teachers, and administration.

PLC/Data Team-

PLC/Data meetings with the instructional coach, classroom teachers, and administration are held during early-release Friday to look at student assessment data and plans are made for targeted interventions and re-teaching strategies. Learning intentions and success criteria are created for each grade level essential standards and are monitored throughout the school year. Teachers use CFAs (Common Formative Assessments) to analyze student mastery of each standard and determine the instructional strategies they will implement to further support student proficiency. The team will collaborate to identify additional strategies to impact individual growth and strategies to differentiate instruction. Students not making enough progress with the essential standards of ELA and Math will be identified. The data will be collected and charted in Teams. PLC/Data Teams meet weekly. Title I (511) funds will be used for sub days as needed.

Planning Days-

Planning Days are scheduled throughout the year to continue to support or ongoing professional development in curriculum and standard alignment, planning for instruction using evidence- based strategies that have high effect size based on John Hattie's work with *Visible Learning.* The district's curriculum handbook and state standards serve as the main resource for planning and teaching. Title I (511) funds will be used for sub days as needed.

Use of Technology-

Teachers and students use iPads (K-2) and laptops (3rd -5th) to enhance learning and assessment in the classroom. Applications such as CLEVER, Seesaw, Pebble Go, Exact Path, Renaissance, and Imagine Learning will increase time on tasks and allow greater individualization for our students. Imagine Learning is an evidence-based, individualized, online platform that supports language and literacy. Data reflects language growth as well as literacy growth. Program components are aligned to the WIDA Standards and the Oklahoma Academic Standards. Students can access these online programs using mobile technology such as laptops and iPads. Staff will use iPad/Laptops (511), applications and programs for instructional purposes and

to address identified needs. The data from these programs, such as Seesaw, Imagine Learning, Exact Path, and Renaissance Learning will provide academic data to be reviewed and used to guide instruction and progress. Data from online sources will be used to monitor effectiveness and access apps related to growing their reading and math skills while promoting engagement.

Each teacher has a Smart Board or Smart TV in his/her classroom. Instruction is interactive and hands- on with these tools. Classrooms have a document camera to model instruction and promote engagement.

Attendance Tracking-

We track attendance weekly and design action plans based on our attendance matrix: teacher and other staff make phone calls to see how we can support the family, parent conferences with teacher and administrator to discuss absences, and home visits for those families approaching the chronic absenteeism mark. These action steps have been designed to support and educate our families on the importance of attendance. We also provide positive incentives for students to promote regular attendance. We focus on parental education and the importance of attendance in the school setting and through social media.

CST tiered supports for academics and behavior-

These meetings look at student data to identify struggling students for our Response to Intervention tiered support system and progress monitoring. Based on data, the classroom teachers, Reading Specialist, Language Arts Specialist, retired, certified in-school tutor, Reading Partners, Skilled Builder, Special education teacher, Speech pathologist, EL coach, Instructional Coach, Interventionists, school psychologist, and administration analyze the data, determine what level of tiering support a student may need to support learning, determine targeted, skill based intervention, and progress monitor student achievement to determine what other support the student may need to continue to progress.

Student health, mental health, social and emotional needs, counseling, and speech services are also addressed during these meetings to wrap around the whole child.

Active and Engaged Administrative Staff-

Administrators are engaged through visibility and availability, building wide walk-throughs, teacher observation, PLC/Data meetings, professional development planning, planning days, parental involvement events, and collaboration with the instructional and EL coach to ensure fidelity of successful implementation. When a teacher exhibits the need for growth, administrators and the instructional coach actively provide support that may include modeling, coaching, mentor teacher observations, book studies, etc.

Title 1 (511) funding may support literacy and math instruction, language arts specialists, paraprofessionals, working under the direct supervision of a certified teacher, tutoring during the day, afterschool, and summer school to support small group reading and math instruction, instructional coaching, parental involvement, and parent liaison, technology, and English language development. Title I funds may be used for subs/stipends for PD and training over visible learning, teacher clarity, and social-emotional learning/Science of HOPE. Clark may purchase supplemental materials to support literacy such as leveled books, books for classroom libraries and guided reading instruction materials, literacy-based instructional activities that promote phonics,

phonemic awareness, phonological awareness, and other materials that support literacy. Math manipulatives, supplemental math materials and software will also be potential purchases. To support an increase in students' social-emotional learning, PD, programming, and materials may be purchased. Funds may be set aside for EL assessments, EL materials, language acquisition, and development materials. Title I (511) funding will be used for subs during PLC/Data meetings and Planning Days.

Title 1 funds may also be set aside to purchase or attend the following: PD books, student text, consultants, virtual training, travel in and out of state for professional development, materials and workshops and training that support literacy instruction, math instruction, social-emotional learning, teacher clarity, small group instruction, high yield teaching strategies, and EL strategies.

Funds may be utilized for technology software components for both math and reading and technology hardware such as iPad, iPad covers, laptops, document cameras, headsets, earbuds, and storage/charging stations for iPads and laptops.

3.

Monthly child study team meetings known as CST provide a time to address the whole child's needs. These meetings include principals, classroom teachers, counselors, school psychologists, instructional coach, EL coach, reading specialist, special education teacher, and speech pathologist. Students are also identified for counseling services with the school counselor or with our full-time, on-site counseling. These meetings include identifying students for our Response to Intervention tiered support system and progress monitoring. Student health, mental health, and speech services are also addressed during these meetings.

Each year we plan how to best support our students and families to help ensure a seamless transition from one grade level to the next. We develop a transition plan for students. Vertical teams plan for transitions in curriculum and instruction as well as procedures. Our youngest students entering school in prekindergarten may enroll in "Pre-K Camp". Our parent liaison coordinates Pre-K camp for the four-year-old students one week prior to school starting. Students attend school for half a day to get to know the school's structure and timeline. They are placed with the teacher they will have for pre-kindergarten, so relationships can begin immediately during this transition. All enrolled prekindergarten students and new students in kindergarten and first grade are invited to participate in an academic screening before the school year starts.

Families are also highly encouraged to attend Meet the Teacher/Back to school Night to promote the building of school-to-home relationships. Our teachers are an integral part of the placement of students in the next grade level as they know the characteristics of both the students and the teachers in the next grade level. This placement process allows the receiving teachers to work with the families from the beginning to develop relationships. The principals and parent liaison are available to new families during the summer and throughout the school year to help the transition process become a positive experience.

Lastly, our fifth graders transitioning to sixth grade have support such as a "Moving Up" day at the 6th/7th Grade Center. Administrators, counselors, and special education staff meet with the sixth-grade staff to address the needs of our outgoing students.

Our Meet the Teacher/Back to School Night is structured to create a more intimate time for parents to become familiar with grade level teachers and provide an opportunity to welcome families and prepare for the year ahead with information about grade level curriculum, standards, assessments, and modes of communication.

4.

Our Student Assistance Team (SAT) meets upon identification of a student who needs behavioral, emotional, or social support. The team includes the principals, counselor, psychologist, Family and Children's service counselor, behavior tech, nurse, and classroom teacher. During this meeting, the student needs are shared, and an action plan is established. Action steps may include providing mental health services for students and/or family, connecting medical resources, devising an informal behavior plan, and using the behavior tech for behavioral support.

Tier I: Classroom strategies (Teacher Classroom Management Plan)

- Buddy room
- Re-direction
- Cool off space

Tier II: Additional supports

- Parent contact
- In class informal behavior plan
- Breaks with behavior tech are used to help students self-regulate

Tier III:

- Collaborative meeting with counselor, teacher, principals and behavior tech and school psychologist
- Formal behavior documentation/Behavior Plan
- Office Referral-consequence in or out of the school

5. Our school follows a Response to Intervention process for all students identifying and supporting students on various levels, both academically and behaviorally. Every 6 weeks, grade level teams meet with the principal, assistant principal, speech pathologist, certified school psychologist, school counselor, and special education teacher, and instructional and EL coach to identify students that are working below grade level. For students performing below level (under the 40th percentile) on the Universal screener (STAR), they may be placed in small group instruction of no more than 5-7 students (Tier III Universal) and have four 20-minute sessions per week. Certified teachers, Reading Specialists, Language Arts Specialists, retired certified in school tutor, and Reading Partners are responsible for monitoring progress weekly. At the grade level

meetings (CST), data from progress monitoring is graphed and the team decides if there needs to be a change in evidence-based interventions, if a goal needs to be adjusted, if more support is needed, or if the student is meeting grade level expectations.

If a student is not progressing at the Tier III Universal tier, it may be determined that a student needs additional support; a student may enter Tier III Skilled Intervention. Several considerations are discussed for students entering Tier III Skilled Intervention such as attendance history, hearing and vision screening results, Tier II and Tier III Universal data progress, and English Learner status (overall ACCESS score, time in the country, and consultation with the English Learner team lead). Once a student enters Tier III Skilled Intervention, an additional 10-20 weeks of intense interventions are given. There are no more than three students per group and interventions are given daily for 30 minutes. Our skill builder and interventionist, under the direct supervision of our school psychologist, is responsible for implementing evidence-based interventions with fidelity and weekly progress monitoring with AIMS Web Plus. At the end of the 10-20 weeks, decisions are made regarding if a student is ready to continue with Tier III Universal support, remain in Tier III Skilled Intervention, or be referred for evaluation for Special Education services.

6.

As a community school there are numerous after-school opportunities to extend student learning and encourage family involvement in academics such as Literacy Nights, Community Nights, and after-school programs. These programs consist of academic tutoring, sports, fine arts, STEM (Science, Technology, Engineering, Mathematics), leadership, and other enrichment opportunities.

Retired, certified teachers, and classroom teachers provide tutoring in and out of the school day to extend students' learning opportunities and support students working below benchmark in reading and math. Salaries are funded through Title I (511/RSA/) funds. Summer programming is provided for K-4th grade students and is funded through Title I (511/RSA/Activity) funds. Our goal is to bridge the summer reading gap and provide opportunities to read with direct instruction, preventing the summer slide. Summer programming may involve summer school, tutoring, bookfairs, and family engagement events.

7.

Each year our team plans a comprehensive professional development plan aligned with our district strategic plan. At the site level, teachers are surveyed according to their needs, and the data is analyzed to determine site professional development needs. Based on the survey, staff requested training on math, reading, teacher clarity, social emotional learning, and strategic small group instruction for the 2024-2025 school year.

Teachers also receive coaching through coaching cycles with our instructional coach (511), using Jim Knight's *Impact Cycle*. Teachers improve by setting goals, identifying and implementing specific evidence-based teaching strategies. Student progress is continuously monitored until the goal is met. Quarterly data meetings with the instructional coach are held to look at student assessment data, and plans are made for targeted interventions and re- teaching strategies. District PD and virtual days are scheduled throughout the year to continue to support our ongoing professional development in curriculum and standard alignment, planning for instruction using evidence-based strategies that have high effect size based on John Hattie's work with *Visible Learning*, and planning time for our most at-risk learners. Title I (511) funds will be used for sub days for professional development opportunities, planning days, data meetings, and collaboration built-in to the school day to analyze student data.

Teachers receive one on one EL coaching cycles to help shelter various language levels in the classroom and provide English Language Development support. During these coaching cycles, the EL coach and classroom teacher look at EL student ACCESS data within the domains of listening, speaking, reading, and writing. The goal of the coaching cycles is to strengthen and shelter the whole group lessons to support language growth with the EL students in the classroom. The classroom teacher, in collaboration with the EL coach, decides the direction he/she would like their coaching to go with the focus to impact student learning. Using domain data, the classroom teacher and coach can plan lessons to increase student learning in those areas.

Professional development centered around creating learning intentions and success criteria in each content area will continue to support our ongoing professional development goals. Teachers will engage in an ongoing cycle of data teams. Teacher Clarity and collective efficacy in data teams each week promote mastery of literacy and mathematics. Once assessment results are received, teachers analyze the data and use it to make data-informed decisions about the next steps and future differentiated instruction in their classrooms.

In the summer of 2022, a group of teachers and administrators attended a Trauma Fellowship PD and a Hope training at the district level. In the summer of 2023, staff continued to receive the above-mentioned training. Ongoing professional development in trauma informed practices and the Science of Hope continued throughout the 22-23-24-25 school years during faculty, leadership, and parent meetings. We will continue this work going into the 25-26 school year to further equip our staff and deepen their knowledge of teaching students who have or who are experiencing adversity. We will continue professional development on increasing students' social emotional skills to enhance students' awareness, management, emotional regulation, HOPE, and sense of belonging.

Social Emotional Practices have been implemented at the site level: Community Circles daily, Nurture Groups weekly, Focus Groups for critically low HOPE students, and parent HOPE sessions were held to support the work of Hope with our families.

Practices that increase a student's social emotional skills have been implemented at the site level: Community Circles daily, Nurture Groups weekly, Focus Groups for critically low HOPE students, and parent sessions were held to support the work of Hope with our families.

District PD and summer professional development opportunities are offered to all teachers and support improvement in math and reading, social and emotional learning, targeted small group instruction, and EL instruction.

The continuous work with visible learning/Teacher Clarity, effective small group instruction, and the work centered around social emotional learning will be an active part of coaching cycles with our instructional and EL coach as they work on goals and planning to support the instructional strategies employed by teachers to meet our students most at risk.

Clark's comprehensive professional development plan may utilize Title I (511) funds for book studies, sub days, stipends, virtual training, consultants, or travel in and out of state to attend a professional conference to support teacher growth in our prioritized focus areas.

8. At Union Public Schools, we deploy multiple measures to recruit new, highly effective, state certified teachers. We attend university career fairs at all local job fairs and send district representation to all those that are not local. We develop and maintain relationships with senior level students who complete part of their degree requirements within the Union district and are observed to be highly effective. Union maintains active partnerships with local universities who regularly request placements for students, tours of facilities and speakers for events. To retain teachers, we provide district and school professional development throughout the year provided by district personnel and our Instructional Coach. District organization of curriculum alignment and pacing provides teachers with the necessary support and collaboration. Mentor teams are developed to assist teachers during their first years. District provided and school supplemented new teacher training supports retention of teachers. Additional observation and feedback conferences for all probationary teachers provide support. Collaboration, allows for teachers to build collective efficacy and teacher clarity with their team over identified essential standards, setting success criteria, agreed upon instructional strategies, creating formative assessments, and analyzing data to promote mastery of standards. Union provides a competitive salary schedule and benefits package. Additionally, staff members who have our PPO insurance have access to an employee clinic that provides little to no copay, some medications, and quality health care. Tuition reimbursement for staff who desire to get a higher degree is provided. When funds are available at year-end, a retention stipend is given to returning staff.

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. Leverage funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.

Addressing the above expectations, describe in the box below the ways in which funds (e.g., Title III, Part A, donations, competitive grants) are to be braided in the Title I schoolwide program.

Coordination of Funds: federal, state, and local funds are used to provide support for all students, parents, and staff within the school-wide site. The below outlines how funds are braided throughout the Title I plan to support all stakeholders and programming. These funds are allocated based upon the state, local, and site plan, which are driven by the input from all individuals affected. The district plan is supported by the Board of Education, PTA, and community patrons. The funds below provide the following activities/services: Title I (511): Our Title I funds are used to provide language arts specialists, paraprofessionals, working under the direct supervision of a certified teacher, and an instructional and EL coach to help students and staff with strategies to improve academic achievement. Our funds are also used to staff a parent liaison who works with all families and students to coordinate after-school programs and help families break down barriers that may prohibit their child from reaching his/her full potential. Title funds are also used for tutoring during the day and after-school programming involving reading and math instruction, and summer programming designed to decrease the summer slide. The skills to be taught within the group are determined through ongoing formative assessments, STAR assessments, running records, etc. Reading Sufficiency Act (RSA) funds are also used to provide paraprofessionals, working under the direct supervision of a certified teacher, and tutors to help students improve academic achievement in grades K-3. RSA funding also supports summer programming for identified students not making adequate reading progress in grades K-3. RSA funds are used to work with our community partner, Reading Partners.

511 funding and bond funds are used to purchase technology (iPads and laptops), online resources, equipment, materials, and subscriptions to promote individualized and engaging learning opportunities in reading and math to promote academic achievement.

511 funding will provide stipends to continue professional development over small group instruction/Visible Learning/Teacher Clarity and Community/Social-Emotional learning.

PTA funding supports hospitality with our Title I parent meetings. PTA supports recognition and award items for academic student accomplishments. PTA supplements funds for students and families' tangible needs. PTA purchases supplies for after-school programming and Community Literacy Nights.

511 funding and RSA will also be used to purchase professional development reading materials and instructional materials and manipulatives. 511 funding will provide support for teacher training using subs and coaching cycles. Title II-A (541) funds provide Districtwide Teacher Trainers that provide professional development and support to improve the effectiveness of our leaders and teachers to improve academic achievement for all students. General funds (9059) are used to ensure that EL children and youth are achieving at their highest levels. Paraprofessionals, working under the direct supervision of a certified teacher, help to close the gaps for these students. Title III-A (572) funds support bilingual materials, translations services, and districtwide professional development to provide evidence-based practices that will increase EL student achievement. Title X Homeless (596) funds support Homeless Liaison services, transportation, supplies/materials to remove all barriers. IDEA Flow-through (621) Special Education student services, including teachers. IDEA Early Intervention (623) Behavior Tech-Title I. Title VI Indian Education provides a part-time tutor to support the Native American youth in improving their reading and math skills as well as provide STEAM and cultural enrichment opportunities.

General funds, site budgets, and activity funds are used to purchase additional classroom materials. Clark uses site and activity money to buy supplies, equipment, and additional classroom materials to meet classroom needs.

Clark receives grant funding from the following community partners to support after-school programming to engage our students in extra-curricular activities that promote academic instruction and individualized support, enrichment and real-world learning, health and wellness and community problem solving: Gelvin Foundation, Flint Foundation, QT Grant, and M&M Lumber, and Emerson.

Additionally, due to the global pandemic COVID-19. ESSER (Elementary and Secondary School Emergency Relief) Funds were provided to school districts across the nation. Clark Elementary supplemented Title 1 and local funds for summer programming, tutoring, and early childhood assessments.

The Title I Budget is discussed and updated quarterly with the Title I Leadership team. Expenditures and remaining balances are discussed, and plans are made. Continuous monitoring of Title I funds is held, and plans are made to allocate funds where the need is designated.

The following is a list of evidence-based programs currently implemented.

Math:

Eureka is utilized in grade levels K-3 and Big Ideas in grade levels 4-5. The Title I Instructional Coach will also work in collaboration with each grade level to plan and implement math units designed around essential

standards and concept development. Number Corner is a supplemental math intervention program used for targeted intervention and fluency routines.

Phonics and Spelling:

Roy Clark Elementary uses Super Kids phonics program, Wiley Blevins from Phonics to Reading and Building Vocabulary.

Reading:

Roy Clark Elementary utilizes Superkids and Scholastic Literacy in conjunction with the Oklahoma State Standards.

Language Arts:

Roy Clark Elementary utilizes Superkids and Scholastic Literacy in conjunction with the Oklahoma State Standards.

Science:

Clark resources include Twig and Project Lead the Way. These are utilized in all grade levels.

Social Studies:

Saavas in 4th and 5th grade are used for Social Studies, Social Studies Weekly is used for 3rd grade, and K-2 teach Social Studies through their literacy lessons.

Once reform strategies are determined, an assessment of needs is completed to determine how to meet the goals for reform. 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.

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 include regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning. 3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.
Addressing the above expectations, describe in the box below how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement to determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the state's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
The site leadership team at Clark Elementary meets quarterly to review academic data, attendance data, school budgets and plan family events. The site leadership team involves staff, parents, and members of the community in the decision-making process. The Clark Title I leadership team has developed multiple strategies to gather feedback from stakeholders and assess the needs of the community. An annual family survey is distributed at the end of the school year. Data is collected and entered into an EXCEL spreadsheet. The Title I leadership team uses information to analyze program effectiveness, involvement/participation, and to assess ongoing needs of the school community. Additionally, the data informs decision making for the following school year. Academic data is analyzed routinely during built-in data teams. Electronic data is created for each grade level. With this tool, adequate progress is tracked in the areas of reading and math. Data meetings are scheduled with the Title I Instructional Coach, Principals, and Classroom Teachers

throughout the school year. If a student is not making adequate progress, the team develops an action plan targeted for the student's individual needs. The team also reviews student data during regularly scheduled CST meetings, through the RTI process, students in need of additional intervention are identified and receive appropriate services. At Clark, a Guided Coalition has been established to strengthen our Professional Learning Community. Our current initiatives are centered on increasing student achievement and ensuring all students learn at high levels. We are also focused on improving staff climate and culture, outlining next steps for HOPE, SEL, and RTI, and developing staff commitment statements that reflect our school's shared values and goals. Grade-level support through PLCs remains a priority, along with fostering collaboration and maintaining a positive, inclusive school culture. To support this work, Title I funds may be used to provide stipends, subs, materials, and/or other professional development for staff. Staff voice is consistently included through ongoing communication via emails, meetings, surveys, texts, ConnectEd, and social media.