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

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

2025 - 2026

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

July 15, 2025

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

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

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

School Information	
School Name:	George F. Boevers Elementary
School Site Code:	115
Principal Name:	Dr. Leedy Smith
Email Address:	smith.leedy@unionps.org
*School Poverty Rate:	90.69%

*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 to 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.

Strong partnership between the school and home is essential to a quality educational program. Boevers Elementary is dedicated to the philosophy that parent involvement is integral to the success of each student. For this reason, our team actively recruits parents to partner in meaningful ways to ensure student success.

1) To further nurture and extend the connection between home and school, we have designated Title 1 funding to staff a full-time Parent Liaison. Our Parent Liaison-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. We intentionally

   Boevers consults with parents, staff, students and members of the community numerous times and through several methods each school year. The Boevers Parent Involvement Policy is developed by the Title 1 Leadership Team. Each year, the team reviews the document and makes edits as needed

to meet the community's needs. Team members also review the Comprehensive Needs Assessment (CNA), determine priority goals based upon the CNA and even suggest action steps towards meeting those goals.

The parent liaison also oversees parent engagement activities. The school hosts several events for parents and families. There are typically 3 events per semester for families and two additional nights of conferences each semester. First semester engagement events typically include the neighborhood walk, Meet the Teacher, Curriculum Night, Fall Goal Setting Conferences, Quarter 1 and Quarter 2 Boevers Best Assemblies, Bingo night and family movie night. Second semester events include Literacy Night, Quarter 3 Boevers Best Assembly, Spring Student-Led Conferences, Super Kids Day, and Kick-Off to Summer Reading. We also typically close out the school year with a family picnic.

The principal, assistant principal and community school liaison maintain documentation of consultation and parental involvement. The assistant principal organizes the data into a Title I binder that is kept in their office. In 2024-2025, the district will be moving to a digital binder system to maintain all Title I documentation. The Title I plan is shared with the public via our site website and at Title I parent meetings.

Academic information is shared with parents during Goal Setting conferences in the fall and Student-Led conferences in the spring. Additionally, there are progress reports and report cards each quarter of the year. Report cards are available in English and Spanish. The district produces a Parent Guide that explains the report card and student skills for each grade level. The parent guide is distributed at the first conference in the fall. Academic information is also shared at the previously mentioned Meet the Teacher and Curriculum nights. This information is also available online.

2) Boevers actively recruits diverse stakeholders for their input and participation. Feedback from stakeholders, including parents, staff, and community partners on the leadership committee, and parent survey feedback is used to review and revise the School Compact, Parent Involvement Policy and the Title 1 Schoolwide Plan. A Comprehensive Needs Assessment is conducted annually to identify strengths, weaknesses, and areas of focus for the school. Planning team members include administrators, teacher representatives, parents, and community partners. Parent leaders are invited to participate on the Title 1 Leadership team at PTA and Parent Title I meetings, through Talking Points messages, social media, and personal requests from the principal and parent liaison. Community partners are invited to attend via personal requests from the principal and the parent liaison. Care is taken to invite and encourage members that represent our diverse community.

3) With the use of Microsoft Power Point, the Leadership Team reviews the information collected for the Needs Assessment. Data analysis plays an important role in the evaluation and revision process of the Schoolwide Plan. As a team, we disaggregate the data to identify specific trends within content subjects, grade levels and sub-groups of students. The leadership team then works collaboratively to

develop specific action steps to address the needs identified by the assessment. All stakeholders of the leadership team have a voice. All action steps must follow the guidelines set forth by ESSA. The Title I Leadership Team meets again the second semester to review the action steps and evaluate outcomes. Once summative data is available by the state, the team can synthesize the assessment data gathered from district and site-based assessments to determine necessary changes for the following school year to the Title 1 Schoolwide Plan. During the annual meeting, each component of the CNA and data falling under each component is explained with graphics and narrative. Also, our site Parent and Family Engagement Policy and our site Title I Compact are reviewed. There are opportunities to ask questions and engage in discourse. Staff, parents, and community partners work in groups to analyze data from each component of the CNA, the Parent and Family Engagement Policy and our site Title I Compact. Each participant responds to three prompts: What do you notice? How does this data align with our 24-25 priority goals? How should we respond as a school and community? Everyone writes their responses on sticky notes and places them on an anchor chart. Then each group shares their individual responses with one another before summarizing their group data to share with the whole group. The whole group can comment on and ask questions about each group's in-depth analysis of the CNA component. The comments and discussion from this meeting are used to draft any changes to our Title I compact and Parent and Family Engagement Policy. Comments and discussion are then used to draft the written Comprehensive Needs Assessment and the Schoolwide Plan for that fiscal year. A parental meeting is scheduled annually to review the results of the Needs Assessment. Data from the Needs Assessment is displayed on a Power Point presentation. This information is also posted on our social media page and annually on the school district website. Information on the website and social media are open and available to all community stakeholders. The meeting provides Spanish translation, and our website allows for translation into multiple languages.

Parental involvement is also sought through participation in the school PTA and attendance at their meetings. The Boevers Parent Liaison works in partnership with the Boevers Parent Teacher Association to intentionally recruit parental involvement from our diverse community. Meetings are planned according to feedback from the community. PTA also recruits parents to volunteer in our building and participate in our school events. Staff representatives attend all PTA meetings and events. We encourage 100% participation in the PTA from our staff, not just financially joining but playing an active role in the organization.

The Boevers leadership team developed multiple strategies to gather feedback from stakeholders and assess the needs of the community. Boevers uses site-developed surveys to consult with parents regarding their thoughts and needs. This annual family survey is distributed via text message and through social media platforms at the end of the school year as part of the annual Needs Assessment. Microsoft Forms Application is used to collect survey data, which can then be exported to Excel for sorting and analysis. Additionally, Union Public Schools works in collaboration with the University

of Oklahoma to gather culture and climate information. Each year, teachers, parents, and 4th grade students can respond to a survey. Data is compiled into the Annual School Capacity Report and Principals Report. The leadership team uses the feedback from these stakeholder responses to analyze program effectiveness, to assess ongoing needs of the school community. This data helps inform decision making for the following school year.

In addition to the OU culture and climate survey that students complete, students are consulted via two student organizations, student council and change makers. Students in these two leadership organizations are encouraged to use surveys to devise and create school improvement plans and initiatives. Students are recruited to help participate in several community engagement events, such as veterans' day, volunteer appreciation, organizing and participating in campus beautification events, and visiting with community partners about their needs and what type of activities and services they would like to see at Boevers.

4) All documents provided by the school are available in Spanish, the majority second language of our community. Spanish interpretation services are also provided at all family events including Meet the Teacher, Curriculum Night, Goal Setting Conferences, Family Reading Night, and Summer Reading Kick-off. Additionally, Language Line, a language-access tool, is available to provide on-demand interpretation to families in their preferred language as needed. In 2022-2023 Union Public Schools adopted the Talking Points platform to support parent communication. Talking Points supports over 100 languages thus facilitating communication between families and school. Monthly calendars are sent home with students to inform families of upcoming events and opportunities to participate in the school. Reminders are sent home via Talking Points and the marquee. Boevers also has several bilingual staff including administrators, office staff and teachers that aid in communicating with families.

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.

1) Boevers Elementary collects a variety of data, both quantitative and qualitative, to provide a broad and deep view of school needs. For the purposes of our comprehensive needs assessment, qualitative data includes academic measures from Renaissance Early Learning Star Early Literacy, Reading, and Math, District CRT (3rd – 5th grade only). These assessments are given at the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY). Also given at the end of the school year are the OSTP assessments for 3rd through 5th grade. Our English language learners also take the WIDA ACCESS exam every year, usually in February or March.

   Other quantitative measures include the student average daily attendance rate and chronic absenteeism. Staff attendance rate and absence type are also collected. Attendance reports are run monthly and included in the MTSS process. Some portions of student, parent, and staff surveys are quantitative in nature. Staff and student surveys are given at the end of the year. Parent surveys are carried out at the beginning and end of the year. Behavior data such as number of incidents and resulting behavior resolutions are collected.

   In 2024-25, we returned to the PLC process. This is an additional time that our teachers may analyze student data and use it to drive instruction. Teachers work in collaborative teams to implement a guaranteed and viable curriculum, monitor student learning, monitor that learning through on-going assessments and use the results of assessment data to build individual practice and team capacity thus driving student learning forward. Individual student, subgroups, and class/grade aggregate data is reviewed by classroom teachers during their weekly Professional Learning Team meetings. Additionally, during our 5 collaboration days, student data is reviewed by grade-level teachers and interventionists. Our English Learners site specialist reviews language goals and objectives with teachers during this time as well. All data is sorted by subgroups including ethnic groups, economically disadvantaged, those participating in after school clubs, those participating in intervention, EL students, IEP/504 students, etc. Student-specific data is reviewed by the Child Study Team (Grade Level Teachers, El specialist, Instructional Coach, Interventionist, Administrators, School Psychologist, Speech Pathologist, Reading Specialist) during our child study team meetings. During the 2024-2025 school year, those teams meet monthly.

2) The highest priority continues to be literacy and math instruction. Quantitative data from ELA assessment indicates that students are growing, but there is need for improvement in reading achievement. Summative data from the preliminary OSTP results shows that 61% of Boevers 3rd grade students, 51% of 4th grade students, and 49% of 5th grade students scored in Basic, Proficient or Advanced domains.

   Additional quantitative data can be found in our STAR Early Literacy and Reading assessments given at the BOY, MOY and EOY marks. Those results indicate that 70% of our kindergartners and 63% of our first-grade students were at or above the benchmark. That is an approximately 15% increase in both grades from the previous school year. Also notable is that 38% of first grade students were at or above the benchmark in the fall of 2024 and by the spring of 2025, 63% of students were at or above benchmark. That is a 25% increase in proficient students!

   Second through fifth grade students take the STAR reading assessment. End of year results on the reading assessment show that 46% of second grade, 45% of third grade, 42% of 4th grade and 42% of fifth grade students were at or above the benchmark. On a positive note, for 4th and 5th grades, this is double digit increase from last year.

   When looking at the Early Literacy and Reading assessments combined, 47% of Boevers's students were at or above benchmark. Boevers is a minority majority school. We have 6 of the 7 Federal designations represented. Seventy percent of multi-race students, 64% of Asian students, 61% of white students, 41% of Hispanic students, 35% of Black students and 33% of American Indian students were at or above benchmark. It should be noted that an N of 30 is considered statistically significant. American Indian, Asian, and Black student populations all had less than 30 EOY Reading scores. Also, analysis of reading assessment data should consider that 50% of the Boevers students are English Language Learners. When looking at English Language learners, students demonstrated proficiency at varying levels. Early Literacy English Language students in kindergarten and 1st grade demonstrated proficiency at 60% (K) and 52% (1st). Early Literacy students focus on phonological awareness, sight recognition and decoding skills. English language students in second through fifth grade assessment data comes from STAR reading. EL students in these grades demonstrated proficiency at 39% (2nd), 36% (3rd), 24% (4th), and 17% (5th). Overall, 37% of English learners at Boevers demonstrated proficiency in their grade-level end-of-year reading assessment.

   A total of forty-seven students with an IEP participated in the end-of-year reading assessments. Overall, 17% demonstrated proficiency. Grade level proficiencies for students with an IEP are as follows: K (0%), first (25%), second (29%), third (14%), fourth (9%), and fifth grade (18%).

Preliminary OSTP results indicate that 64% of third graders, 68% of fourth graders and 49% of fifth graders scored basic, proficient or advanced on the 2024 OSTP math assessment.

Additional quantitative math data indicates that achievement in math was higher overall than in reading. Fifty-nine percent of 1st grade, 37% of 2nd grade, 47% of 3rd grade, 55% of 4th grade and 49% of 5th grade students were at or above benchmark on the end of year Star Math assessment. Kindergarten students do not take a Star Math assessment. Overall scores were lower than last year

According to the Renaissance Early Learning Star Math assessment, first through 4th grade demonstrated gains percentage of students at or above benchmark from the beginning of the year to end of the year by the following percentages: 38%, 3%, 5% and 11% respectively. Fifth grade students' proficiency dropped from 51% at the beginning of the year to 49% at the end of the year. It should be noted that the 2% fewer students who were proficient at the EOY marker 38 accounts for 1.5 students.

As stated earlier, Boevers is a majority minority school. We have 6 of the 7 Federal designations represented. Seventy percent of multi-race students, 64% of Asian students, 61% of white students, 41% of Hispanic students, 35% of Black students and 33% of American Indian students were at or above benchmark. It should be noted that an N of 30 is considered statistically significant. American Indian, Asian, and Black student populations all had less than 30 EOY Reading scores

A total of forty-nine students with an IEP participated in the end-of-year math assessments. Overall, 27% demonstrated proficiency. Grade level proficiencies for students with an IEP are as follows: K (Does Not Test), first (44%), second (20%), third (43%), fourth (9%), and fifth grade (24%).

One hundred and sixty-five English-Learner students participated in the end-of-year math assessments. Overall, 49% demonstrated proficiency. Grade level proficiencies for English Language Learners are as follows: K (Does Not Test), first (55%), second (39%), third (45%), fourth (41%), and fifth grade (67%).

Student achievement outcomes might be influenced by some unique factors to the academic school year. In 2024-2025, the district adopted a new math curriculum. The curriculum is strong, but any new adoption comes with a learning curve for staff, and this might influence the slightly lower scores in most grades this year. Another influence on overall student outcomes might be that two teachers each took FMLA for 12 weeks of the school year.

Another important measure of student success is the ACCESS assessment. 46.8% of our students qualify as English Learners. The ACCESS assessment measures student English language skills in the areas of speaking, listening, reading, and writing. This year 170 students participated in the ACCESS testing. Three percent of those students qualified for Functional English Proficiency and only need be monitored for one year. Thirty-seven percent of those students made adequate progress.

38% made progress, 4% made no progress and 21% demonstrated a loss. It is evident that support is needed to move students along in their English language proficiency. Student English proficiency data should be analyzed keeping in mind that according to WIDA, it takes five to seven years for students to reach Critical Academic Language Proficiency.

Grade level achievement for all students should be a priority goal. Student growth is both a strength and an area of improvement. We can celebrate the fact that there were gains in the percentage of students who were proficient in reading and math from the beginning of the year to the end of the year. However, those gains were not as great as in years past. In addressing the reading achievement, Title I committee members recommend several actions steps. One area of focus should be student writing skills. Also suggested increased fluency and comprehension skills using evidenced based curriculum, materials, strategies and interventions and embedded professional development and coaching from an Instructional Coach. Additionally training such as LETRS for Elementary Education, Early Childhood and Administrators would be beneficial in increasing teacher knowledge and capacity to drive student learning. In regard to math, committee members recommend continued professional development in math instruction. Professional Development in math, in number sense and fluency in the early grades and problem-solving in the upper grades would be beneficial. The committee recommended the continued employment of personnel such as the reading specialist, instructional coach, English Language certified specialist or aide and a Title I aide to support students in meeting grade level achievement. Other recommended steps towards addressing reading and math achievement included professional development for teachers in the areas of math, reading and writing, materials for professional development, expenses for registration and travel expenses for local and national conferences, providing for substitutes to cover teachers in collaboration time. Also, funding should be provided to pay certified staff to attend professional development and collaboration during non-work hours.

Enhanced English Language Development (ELD) through the employment of an English Language Specialist, embedded professional development and coaching, evidence-based curriculum, materials and strategies will address the priority of reading and math achievement for our high population of English Language learners. Purchasing software programs such as TalkingPoints that facilitate easy communication with our families in their target language are beneficial to family involvement and in turn student achievement. Software and programs such as Imagine Learning and Exact Path are student responsive and facilitate language and academic development of our diverse populations and academic needs. Devices and headsets are also needed to access these programs.

Boevers attendance data shows positive trends as students' progress through elementary school. While Pre-K (40% approaching, 31% chronic) and Kindergarten (20% approaching, 30% chronic) remain the highest areas of concern, chronic absenteeism decreased in the upper grades, reaching its lowest in 3rd and 4th grade (8–9% chronic), with 5th grade (12% chronic) remaining strong. Looking at 2024–2025 daily attendance rates, 5th grade leads at 94.58%, followed by 1st (94.39%), 2nd

(94.14%), and 3rd (94.05%), while Pre-K (91.67%) and Kindergarten (92.44%) show slightly lower rates. Boevers overall average daily attendance for the 2024-2025 school year was 93.77%.

Overall, the data shows encouraging consistency in attendance, especially in the upper grades. Chronic absenteeism was reduced over the course of the year. Data results highlight how important it is to keep supporting students early on to build strong attendance habits. Building healthy attendance habits should be a priority goal. The committee recommends funding supplies and materials to support visual representations of healthy attendance habits throughout the school, as these would be beneficial in educating all stakeholders. They emphasized that parent education on the importance of building healthy attendance habits should be a priority, as it would contribute to continued improvement in the school's daily attendance average. Also, providing professional development opportunities, conferences, including expenses for conferences or other professional development to learn strategies for reducing chronic absenteeism.

Boevers 2024–2025 behavior data indicates that in-school detentions were more frequent than out-of-school suspensions, with a total of 47 incidents across Grades 3–5. Fifth grade accounted for the most detentions (23), followed by third grade (19) and fourth grade (5). Out-of-school suspensions were significantly lower, with 23 total incidents: 11 in third grade, 8 in fifth grade, and 4 in fourth grade. No expulsions occurred in Grades 3–5. Reports of bullying, restraints, seclusions, or substance/weapon-related issues were minimal, with only one substantiated bullying incident in fifth grade. Violent incidents were rare, totaling 44 discipline referrals across Grades 3–5, with a small number of students, primarily in third and fifth grade, on behavior plans. Overall, the data reflects that while some students required interventions, serious behavioral incidents remained uncommon.

Quantitative data is also collected as a part of our CNA. Climate survey of 4th grade students, parents, and staff indicate many strengths. Boever's view community relational support, cyber-bullying, safety, student trust in teachers, holistic student learning, parent/guardian trust in the school, quality of instructional program, school outreach, collective teacher efficacy, competence satisfaction, school culture, belonging, faculty trust in colleagues, faculty trust in principal, organization commitment, professional development opportunities, and teacher workplace connectedness as strengths of the school. Areas that are not as strong include student bullying, autonomy satisfaction of teachers, and teacher burnout. Action should be taken to improve these 3 areas.

Boevers site stakeholder survey indicates that stakeholders view teachers and staff meet my child's academic needs, Boevers is a safe school, and Boevers communicated effectively as strengths of the school. A high priority improvement is the stakeholders' feeling connected to other families at Boevers. This can be supported through targeted resource funding for hosting family-centered events and engagement activities. With the support of our community liaison, Boevers can create

opportunities to foster meaningful relationships, strengthen school-family partnerships, and enhance overall engagement.

The Boevers Title I committee believes that student well-being (behavior, growth mindset, stakeholder perceptions, etc.) should be a high priority. The committee recommends that professional development focused on trauma-informed practices be provided to staff, as it may help reduce the number of in-school suspensions/out-of-school suspensions. Additionally, funding provided for registration or travel expenses for staff to attend conferences or training in trauma, classroom management, and engagements practices would directly support this high priority goal. The committee stated that an essential step in enhancing stakeholder well-being is promoting parent growth mindset and community connectedness. With support from Boevers community liaison and necessary resources needed for these events, meaningful parent engagement can be fostered. Educating families on growth mindset and behavior strategies will directly support student well-being and success

3) **Student Strengths:**

- Math – math had higher percent gains of students who were proficient.
- ELA – The percent of students did grow from the beginning of year to end of year in most grades. Those grades that did not demonstrate a growth in percent of students proficient, the percent represented 1 student or less.
- 1st grade had the highest growth among all grade levels in both reading and math.
- Given our high language learner population, our students are still progressing and making gains.
- Reduced Chronic Absenteeism
- Gains in English Language Development
- Connection to teachers and staff.
- Strong family support within the community.

Student Needs and Area of Focus:

- Increase number of students meeting benchmark in reading. Consistently fewer than 20% of Boevers students score in the proficient or advanced quadrants of the OSTP.
- Increase number of students that meet benchmark in math. Consistently fewer than 30% of Boevers students score in the proficient or advanced quadrants of the OSTP Math. While this year we made gains that exceeded 30% of students in the proficient and advanced quadrants, we need the growth to be consistent from year to year.
- Increase the percentage of EL students to reach Functional English Proficiency.
- Reduce chronic absenteeism.

Staff Strengths:

Organizational commitment. Low staff turnover in seven consecutive years.

Continuing to build capacity in content knowledge of ELD practices. 20 certified staff hold English as a Second Language certification.

Professional development of staff. Three staff members are working on advanced degrees, one is nationally board certified, thirteen have LETRS training and all participate in curriculum development.

Strong collegial support among teaching teams.

Staff Needs and Area of Focus:

1. Ongoing and embedded PD in the area of math instruction.

2. Ongoing and embedded PD in reading instruction.

3. Ongoing and embedded PD in literacy instruction, including writing.

4. In summary, Title I committee's collaborative analysis of the Comprehensive Needs Assessment suggested three priority goals: grade level achievement for all students, building healthy attendance habits and enhancing sense of safety and well-being.
5. All three are wheels in a cog that benefit not only their own goal but work together to help support the other priority goals for *all* students and stakeholders. The CNA data shows that while there is room for improvement, students are growing, and goals are being met.

3. Schoolwide Plan Strategies

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

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA Section 1111(c)(2)) to meet the challenging state academic standards;
- use methods and instructional strategies (consider evidence-based strategies as defined in ESEA Section 8101(21)) that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; ESEA Section 1114(b)(7)(A)(iii)
- provide professional development (as defined in ESEA Section 8101(42)) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

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

- preschool programs ESEA Section 1114(c)

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

Expectations

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

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

Assessments, both summative and formative, indicate a growing number of students are significantly below grade level in the areas of literacy and mathematics. (See CNA data collection document).

Achievement data indicate the need to prioritize interventions for 1st and 2nd grade students in the area of phonics and decoding as well as for a number of struggling 3rd through 5th graders who are still not reading at grade level. Additionally, math data continues to support the need for systematic math interventions for struggling students.

Schoolwide Goals:

Our instructional team will focus on the following Schoolwide improvement goals:

1. Grade-level academic achievement for all students.

    -Metric: OSTP, Renaissance STAR Reading/Early Literacy/Math Common Formative Assessments/ District Benchmarks and CRTs

2. Enhance stakeholders' sense of safety and well-being.

- Metric: Panorama survey, OU survey, BOY and EOY Boevers Parent Survey, Behavior Logs

3. Build healthy attendance habits.

-Metric: Average Daily Attendance Rate, Chronic Absenteeism List

Evidence Based Strategies:

We will work toward these goals identified from the needs assessment by continuing our work with data teams to identify students who need more instruction or are not making progress. Administration and staff will stay current with evidence-based strategies to work towards closing the achievement gap. Teachers will work to implement instructional strategies learned from coaching cycles with the EL Site Based Specialist and the Instructional Coach. The resources already available to fulfill these goals are early intervention, school-wide digital data wall, Instructional Coach (511 salary), EL Site Based Specialist (511), RSA tutor (367), ESSR paraprofessional, coaching cycles (511 sub days and stipends for after school coaching), after-school programs (511), tutoring (511) and visibility and availability of administration. We will host fall and spring Goal Setting Conferences, which will provide opportunities for families and school faculty to sit down and plan action steps needed to reach individualized academic goals. Additionally, we will hire a Language Arts paraprofessional (511) under the direct supervision of a certified teacher to support small groups and help provide timely and targeted interventions. Beginning in the 25-26 school year, we will also work with Reading Partners (367) to provide extra support in reading.

Boevers site team has reviewed our focus areas together and looked at how our vision for reform can meet the needs of these students specifically (June 2025). The site based Instructional Coach will continue intentional, embedded PD in mathematics. This work includes enhancing teacher clarity, ensuring that learning intentions, questions, activities, and assessments are all aligned with the standard. The coach and the teacher will collaborate in a variety of ways; planning, modeling, guided co-teaching, debriefing and reflecting on data and student outcomes. In this process, the students will also be given clear learning intentions and success criteria helping them understand exactly what it is they need to do/learn.

We will implement EL strategies to help our English Learners access the curriculum as part of our District Plan, Structured English Immersion. Data team meetings will focus specifically on students who are not making adequate progress. We will work with our EL specialist to continue to develop and enhance our English Language Development in all classrooms. The team will collaborate to identify additional strategies and goals to impact individual growth. Interventions will be provided by the classroom teacher, Language Arts teacher (511), Paraprofessional under the direct supervision of a certified teacher (511), the reading specialist or a special education teacher. Title 1 (511) will be used to pay teachers and support staff.

Title 1 (511) funding will support small group instruction through the purchase of tutoring materials such as an online leveled book subscription, additional low level/ high interest texts for tutoring, supportive software purchases, technology needs and supportive tools such as headphones, tangible reading and math manipulatives like 3D letter tiles or wooden number blocks.

Extended Learning Time:

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

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

Assessments:

The STAR assessment will be given in Math and Reading at least 3 times a year. This data, along with district CRTs and classroom common formative assessments will be reviewed at data and child study meetings to identify which students are still struggling with specific concepts. Students will be identified, and an action plan made to address specific skills in small groups. The Multi-Tiered System of Support (MTSS) process will be implemented for all students. Tier 1 instruction includes all grade level instruction and assessments provided to all students. Students who are below benchmark will receive an additional layer of instruction (Tier 2 Academic) in a small group with the classroom teacher or a reading specialist. Students who have not made adequate progress with Tier 2 interventions will be discussed at monthly Child Study meetings. Students may be placed in Tier 3 Universal small groups led by the reading specialist, Reading Partner group, RSA tutor or Title I interventionist. The team may also determine whether further diagnostic testing is necessary. The nationally normed Aims Web assessment tool may be used to identify specific instructional gaps and to qualify a student for Tier 3 skilled intervention and weekly progress monitoring by the skill builder should the student not make adequate progress in Tier 3 Universal small groups.

Teacher Retention

Weekly grade-level collaborations are held weekly to support individual student literacy growth, as well as teacher growth in content knowledge and effective teaching strategies. Teachers work with the Title 1 Instructional coach to analyze data. Individual needs are determined and appropriate action steps developed. Individual goals are set, and specific strategies are shared among the student support team. Assessments are administered to determine effectiveness of strategies. Based on the data, students continue to work on their goal with different strategies, or a new goal is set.

Union Public Schools recruits highly qualified staff through partnerships with universities including Oral Roberts University, Oklahoma State University, University of Tulsa, University of Oklahoma, and

Northeastern State University. Administrators and principals attend job fairs and conduct interviews Feb.-May.

Human Resources posts job openings as soon as they are available on the Union website. Once teachers are hired, they work closely with each school's instructional coach to learn about and develop content knowledge in Union's curriculum. Lead teachers help mentor new teachers throughout the year. Union Public Schools negotiated a retention stipend for returning teachers for the last twenty years. Additionally, The District offers higher education reimbursement for employees, as well as an Employee Clinic with exceptionally low co-pays.

Boevers offers a supportive, professional community with low teacher turnover and a strong culture that supports positive collegial relationships. The social committee plans ongoing staff activities to build and maintain community.

4. Coordination and Integration

Select only one box.

☒ By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other federal, state, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided (in project 511). ESEA Section 1114(b)(5)

OR

☐ By checking this box, the school principal certifies that, if state, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. ESEA Section 1114(b)(7)(B)

Expectations

1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.

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

Coordination of Funds:

Federal, State and local funds are used to provide support for all students, parents and staff within the school-wide site. These funds are allocated based upon the state, local and site plan, which are driven by the input from all individuals affected. The district plan is supported by the Board of Education, PTA and community patrons. Funding sources include Title I (511), RSA (367)

The funds below provide the following activities/services:
Title 1 (511):
Our Title 1 funds are used to provide Title I paraprofessional(s), an ELD site-based specialist and an instructional coach to help students and staff with strategies to improve academic achievement. Title 1 (511) funding will support small group instruction through the purchase of tutoring materials such as an online leveled book subscription, additional low level/ high interest texts for tutoring, supportive software purchases, audio headsets, and tangible reading and math manipulatives like 3D letter tiles or wooden number blocks.

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 1 funding will be used to engage parents through family engagement activities, such as the Annual Neighborhood Walk, Curriculum Night, Family Reading Night, Goal Setting Conferences and Kick-off to Summer Reading. Additional family night activities could include a Family Math Night as well. Funding purchases supplies and materials needed for these events. This work is beneficial and important to all our priority goals: grade level academic achievement, healthy attendance habits and sense of safety and well-being.

Title funds may be used for after school programming involving reading and math instruction, as well as summer programming designed to decrease the summer slide.
The skills to be taught within the group are determined through ongoing formative assessments such as common formative assessments, STAR literacy and math assessments, running records, etc. 511 funding will also be used to purchase professional development reading materials and instructional manipulatives. 511 funding will support teacher training including providing substitutes for teachers to attend professional development and coaching cycles. Title funds may also be used to purchase software and technology.

SRA (367): Strong Readers Act funds may be used to provide a certified teacher as well as a paraprofessional (working under the direct supervision of a certified provide intervention and small group instruction targeting identified student deficiencies during the school day, after school hours or during summer school. SRA funds will be used during 2025-2026 to work with Reading Partners. Reading Partners is a nationwide program that partners with schools to improve student outcomes by paring students one-on-one with adults to work on literacy skills.

Reform Strategies:
The following is a list of evidence-based programs, supplemental programs, alternative programs, special services programs, and extracurricular programs currently being implemented.
Math: Eurika^2 is utilized in grade levels K-3. Big Ideas is utilized in grades 4-5. Number Corner is used in grades K-5. The Title 1 Instructional Coach will also work in collaboration with each grade level to plan and implement math units designed around essential standards and concept development.
Phonics and Spelling: Superkids (K-2) and Scholastic (3-5), From Phonics to Reading (3rd) Building Vocabulary (4th & 5th)
Reading: Superkids (K-2) and Scholastic (3-5) with Oklahoma State Standards, LETRS resources and Literacy First resources as needed.
Science: TWIG, Project Lead the Way utilized in all grade levels.

Social Studies: K-2nd Integrated Standards Based Curriculum, Social Studies Weekly (3rd), Pearson/Savvas (4th-5th).
Language Arts and Writing: Superkids (K-2) and Scholastic (3-5), Orton-Gillingham, SIPPS, and Supplemental Programs as needed.
Reading: RSA tutoring, Tier 2 and Tier 3 small group interventions. Reading Strategies interventions by Jen Seravallo for Tier 2 and Tier 1.
Computer Programs: Destiny, One Drive, Microsoft Office Suite Applications, Imagine Learning, Reading A to Z Kids, Exact Path, Zoom.
Alternative Programs as used by the Counselor: Steps to Respect, Second Step, Same and Different Series 2nd, Kids on the Block Puppets, Cyber Bullying, Panorama software

5. Evaluation and Plan Revision

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

Expectations

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

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

1) The site leadership 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.
2) The Boevers Leadership Team has developed multiple strategies to gather feedback from stakeholders and assess the needs of the community. A beginning of the year survey regarding family needs and interests. Then again at the end of the year a family survey is distributed asking parents to reflect upon the school year and offer insight. These responses are used to plan for the year and adjust on-going events as needed. Data is collected using Microsoft Forms application and/or Talking Points polls and responsive messaging. The leadership team uses the information to analyze program effectiveness, involvement/ participation and to assess ongoing needs of the school community. Additionally, the data informs decision making for the following school year.
3) Academic data is analyzed routinely during weekly PLC meetings, weekly grade-level meetings, as well as scheduled collaboration dates. As stated in previous sections, we have several vehicles by which we analyze data and use to drive instruction. Every Friday we have Professional Learning Communities. This is an additional time that our teachers work in collaborative teams to monitor student learning through on-going assessments and use the results of assessment data to build individual practice and team capacity thus driving student learning forward. Individual student, subgroups, and class/grade aggregate data is reviewed by classroom teachers during their weekly Professional Learning Team meetings. Additionally, during our 5 collaboration days, student data is reviewed by grade-level teachers and interventionists. Our English Learners site specialist reviews language goals and objectives with teachers during this time as well. Aggregate data is shared with families via Title I meetings and input is sought.
   A digital data wall is created for each grade level. With this tool, adequate progress is tracked in the areas of reading and math.
   Monthly Child Study Team meetings are held with each of 4 teams: special services team, instructional team (instructional coach and reading specialists), English language Learner team and Office team. Team meetings focus on supporting grade-level teachers and student needs and making data informed decisions to drive learning forward. If a student is not making adequate progress, the team develops an action plan that targets the student's individual needs and skill deficits.

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