

Title I Part A

District Plan Provisions

A local educational agency may receive a subgrant under Title I for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency (Section 1112).

Plan Provisions	District Requirements
Additional Assessment	<p>Using Assessments in consort with the state assessment, describe how the district will determine student and program success which must include the following:</p> <ol style="list-style-type: none">1. How will the district identify students who may be at-risk for reading or math failure or who are having difficulty reading or performing mathematical functions? In addition to the state mandated tests, a variety of assessments are used to determine the success of children in meeting the state student academic achievement standards. The list of assessments is as follows:<ul style="list-style-type: none">• Pre-K Assessment• Union Reading Assessment Portfolio (URAP) – Grades K-5 (based on the Literacy First process)• STAR Early Literacy – Grades Kindergarten, 1• STAR Reading & Math – Grades 1 – 5• District Quarterly Criterion Reference Tests (District CRT) Grade 3 – 52. How will the district determine individual student success? In addition to the assessments listed above, curriculum embedded assessments are integrated throughout the school year. Mastery of skills is assessed through teacher observations, oral and written tests, portfolio assessments, checklists, independent reading benchmark assessments and individual student conferences. The data from these assessments provide the framework for a collaborative model used in instructing low-achieving students. Flexible, small learning groups are used within the classrooms and between classrooms to meet the needs of the students in reading and math.3. How will the district assist in the diagnosis of students to impact teaching and learning in the classroom? The district will assist in the diagnosis of students to impact teaching and learning in the classroom by providing instructional coaches, a district language arts specialist, and a math curriculum specialist. Working together, they will coordinate, train and assist teachers with the diagnosis of students using valid assessment tools and application of appropriate instructional strategies. The district language arts and math specialists also coordinate the teacher-made district assessments that are administered in grades 3 – 12.

<p>Additional Assessment</p>	<p>4. How will the district measure/review and analyze the district program effectiveness?</p> <p>Data-driven collaboration meetings with administrators and teachers are the process used to determine necessary revisions and adjustments for instruction. Monitoring of student performance is a continuous process and appropriate interventions are implemented to ensure students meet the state student academic achievement standards. As a part of each school’s pyramid response to intervention, progress monitoring occurs to ensure the effectiveness of interventions that are applied to the students. The progress monitoring will include valid curricular and norm reference assessments.</p>
<p>Indicators other than Assessment</p>	<p><i>This provision is optional. Describe if the district will use other indicators to determine student or program success, i.e., dropout rates, attendance, truancy, enrollment in postsecondary, involvement in after-school activities, attitude changes.</i></p> <p>Other indicators utilized to determine the success of students served are teacher observations, parent referral, attendance and mobility records, and discipline reports.</p>
<p>Additional Educational Assistance</p>	<p>Include a description of how the local educational agency (LEA) will provide additional educational assistances to students assessed as needing help to meet the state’s challenging academic standards. Include a description of the district’s Title I programs in both targeted assistance (TA) and school wide (SW) schools along with any district interventions.</p> <p>Union Public Schools will provide additional educational assistances to student assessed as needing help to meet the state’s academic standards through additional educational specialists. Language Arts Specialists, Reading Specialists, Special Education teachers and Instructional coaches will utilize research based strategies and materials for reading and math instruction. Students performing below the proficiency level will be monitored and progress will be analyzed through universal assessments. All district educational assistants and site teachers will utilize student data to make decisions about which students need additional support to be successful in reading and math.</p> <p>Inclusion and pullout models of delivery for reading and math instruction will be used at all Title I sites. The Response to Intervention Model and differentiated reading and math instruction using research based strategies and materials will be used for all students in Tier I. In Tier 2, intensive, systematic instruction on foundational reading and math skills in small groups will be provided for students who score below the benchmark on universal screenings. This will be above and beyond the regular reading and math instruction delivered by the classroom teacher or specialist during Tier 1 instruction but occurs within the classroom in an inclusionary model. In Tier 3, intensive daily instruction that promotes the development of various components of reading and math proficiency will be provided to students who show minimal progress after reasonable time in Tier 2 small group instruction.</p>

Coordination and Integration of Programs

This instruction is a pullout program and implemented by a specialist. Students will be monitored weekly to determine if the intervention is working. If the intervention is not working the intervention or intensity of time is modified and progress monitoring is continued.

Describe how the district's Title I program will coordinate with other programs (Even Start, Head Start, Reading First, Adult Education, etc.) and work with special populations (English language learners, migrant, homeless, neglected, or delinquent children, etc.) to reduce duplication and fragmentation and increase collaboration between the programs.

Educational records are requested upon students entering Union Public Schools from programs such as Head Start and other outside educational programs. Union's student management system, CrossPointe, tracks and makes available to appropriate personnel all student information, educational services provided, grades, testing, attendance and behavior. Intervention teams at each of the sites meet to discuss and ascertain educational background and services to be offered. If a student is on an IEP, goals will be reviewed and communicated to the appropriate educational specialist in order for services to continue. The ACCESS for ELLs Language Assessment Screening is administered to students who are Limited English Proficient (LEP) to assess their level of English proficiency and to determine if additional support with a language specialist is necessary. Students deemed homeless according to the McKinney-Vento Act shall be immediately enrolled and receive all education services provided to other students. Native American students will receive tutoring services throughout the school year and during the summer months. Resources from the different title funds will be used in order to eliminate duplication and reduce fragmentation of the students' educational program.

Is the district coordinating with pupil services personnel such as counseling and mentoring?

The district as well as school sites work in cooperation with pupil services personnel- counselors, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational therapeutic, and other necessary services to provide a variety of prevention and intervention services to promote effective classroom learning and teaching. Coordination of pupil services ensures that students receive high quality instruction that is responsive to the diverse and developmental needs of all students.

Pupil services personnel perform many critical tasks in schools, including:

- Supporting effective teaching and improved student learning and facilitate collaboration among school staff, families, and the community;
- Providing a variety of prevention and intervention services in schools that promote effective classroom learning and teaching;

- Working together with teachers and administrators to develop a positive school climate, improving classroom management skills, providing behavioral interventions to reduce discipline infractions, improving school safety, and removing barriers to learning.
- Providing educational programs and activities that support student learning and teaching, including consultation with teachers and families, individual and group counseling, problem-solving instruction, and remedial interventions;
- Collaborating with teachers and school staff to ensure that students receive high quality instruction that is responsive to the diverse and developmental needs of all students, create a continuum of support services for all students, and providing various instructional strategies to facilitate learning in all classrooms;
- Participating, as members of the school team, in professional development to ensure high quality learning; and,
- Fostering collaboration not only between general and special education, but also between community and schools and schools and parents.

If appropriate, how is the district coordinating with college and career awareness and preparation programs?

All Title I site counselors make students aware of opportunities through college and career awareness.

How does the district coordinate services to prepare students for transition from school to school?

Union Public Schools has identified a number of events or activities to assist both student and parents in making transitions from school to school. The district curriculum is aligned with the state standards to assure students may transition from site to site and continue their same educational program. Pre-K and Kindergarten Round-Up is held each spring on a separate day for each site, as well as some evenings. Parent meetings are held at each of the sites to give parents an overview of the school operation and early childhood programs for students in Pre-K through 5th grades. “Meet the Teacher” is scheduled each year before school starts. Students, along with their parents, are able to visit with their assigned teachers and tour the building. Grade level parent meetings are another way for parents and students to become familiar with the programs and curriculum offerings throughout the school year. As students transition from the 13 elementary sites to the 6th/7th Grade Center, numerous opportunities are scheduled to allow students and parents to become familiar with Union’s secondary programs and curriculum offerings. In the spring of each school year, the 6th/7th Grade Center site principal visits with 5th grade students at their school sites. Curriculum and elective offerings are discussed and students are scheduled to discuss enrollment options and help in selecting student’s schedule.

<p>Selection of Students in Targeted Assistance Schools</p>	<p>Describe how the district will:</p> <p>1. Identify the pool of educationally deprived students (those students failing or at-risk of failing to meet the state standards). Union Public Schools does not use any Title I funds for Targeted Assisted Programs.</p> <p>2. Select the students most in need of additional academic support for each of the district’s TA schools. All criteria used must be educational in nature. Union Public Schools does not use any Title I funds for Targeted Assisted Programs</p>
<p>Preschool Services</p>	<p><i>This provision is optional. If the district is using any Title I dollars to support or run a preschool program, describe in detail the goals, size and activities of the program?</i> Union Public Schools does not use any Title I funds for pre-school programs. The State Department of Education currently funds the district Pre-K program.</p>
<p>Quality Teachers and Para-professionals</p>	<p>What are the district’s hiring policies/procedures that will ensure that individuals who do not meet minimum firing standards will not be hired for Title I program? All newly hired teachers and paraprofessionals must be highly qualified. Documentation of credentials is required by Human Resources before candidates will be considered for employment.</p> <p>Please describe the district’s plan to ensure that all teachers teaching within the school district are “highly qualified.” The district requires all teachers in core content areas meet the High Objective State Standard of Evaluation (HOUSSE) requirement. Principals must certify that all teachers in core content areas meet the Highly Qualified Standard of NCLN for the course they teach. Teachers will complete the HOUSSE information and provide necessary supporting documentation. Principals will certify the results for each teacher on the state department’s accrediting website. The superintendent will certify the results for each teacher on the state department’s accrediting website. The superintendent will certify all site reports from principals and submit the district’s report to the Oklahoma State Department of Education. It is the teacher’s responsibility to obtain proper certification prior to employment with Union Public Schools.</p> <p>Describe the district’s plan to ensure that low-income students and minority students are not taught at higher rates than other students by unqualified, out of field, or inexperienced (0 to 3 year) teachers. For all school sites, the district will employ only those teachers that meet highly qualified status in core content areas. Using school level data, the district will identify where inequities in teacher experience exists. The district</p>

<p>Professional Development</p>	<p>will assist schools in retaining highly qualified teachers by providing professional development to improve teacher knowledge in collaborative instructional practices; working with students with different learning styles; improving student behavior; helping students with special needs; involving parents in their children’s education; and using data and assessments to evaluate student achievement.</p> <p>In addition, the district will promote retention of highly qualified teachers by providing mentoring, induction, and support for new teachers.</p> <p>The district will provide differentiated teacher support for teachers that have less than 3 years of teaching experience, especially at those schools that have not made Adequate Yearly Progress.</p> <p>Describe how the LEA will:</p> <p>1. Coordinate with Title II to provide professional development and technology.</p> <p>Title II funds will be utilized to support on-going professional development in literacy and math instruction. Union supports two researched-based programs; A Balanced Literacy approach and Everyday Mathematics. Significant research has also been done supporting data-driven instruction. Title II funds are used to support teachers who create common assessments and then meet to collaborate about the results. Title II funds are used to offer technology training. Union Public Schools has on-going professional development for SMART technology ranging from beginning, to one-on-one training, to content-creation training or advanced training. Title II funds are also used to support training that endorses the use of technology in each classroom in a variety of ways; Google’s Wonder Wheel, Poll Everywhere, Skype, student blogs, student discussion boards, etc. Title II funds are used to employ district curriculum specialists to facilitate and provide ongoing professional development to sites.</p> <p>2. Provide activities to support Title I staff to meet No Child Left Behind’s (NCLB) highly qualified requirements.</p> <p>The district insists that each teacher hired be highly qualified. The professional development that we offer continuously supports our efforts to faithfully implement a Balanced Literacy approach, a sound Everyday Math program an inquiry-based Science Program. Each activity offered would enable a non-highly qualified teacher to earn professional development points that would assist in building a house.</p> <p>3. Support the activities outlined in the parent involvement section.</p> <p>The district supports each Title I site’s parent involvement activities administratively. Resources like communication with patrons, clerical organization and maintenance for the event, and facility usage are just a few of the examples of the support provided. Administrative oversight is also offered for compliance purposes.</p>
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<p>Homeless Children</p>	<p>4. Provide Title I staff and teachers of Title I students with professional development that progresses in a logical sequence of training that begins with an understanding of the scientifically based research and program-specific training and contuse with on-going and more in-depth training and support.</p> <p>Union Title I sites conduct their own needs assessments and principals, acting as instructional leaders, with their leadership teams and their Instructional Coaches create a systematic and continuous professional development plan for each respective building. The district provides oversight, feedback and monitoring of each site’s plan through collaboration. The Instructional Coach for each Title I site will conduct two side-by-side approach to professional development allows us to differentiate for the adult learner as well as respond to the needs of students in a :just-in-time” manner. The district provides administrative and clerical support and oversight where needed or required.</p> <p>Describe how the district’s Title I plan is coordinated with the McKinney-Vento Homeless Assistance Act.</p> <p>The district recognizes the importance of including students who are highly mobile or homeless and provides equal public school opportunities allowing successful participation in all school activities including, but not limited to, educational, social, and extra-curricular activities while assisting them in securing a stable home environment. The Executive Director of Federal Programs will collaborate with the Director of Early Head Start and the Homeless Liaisons to leverage all resources and funds in providing appropriate services. By using a team approach, program administrators will be better able to assess the needs of each child/youth and align the services necessary to support these students.</p> <p>Because homeless students tend to be academically behind, they will automatically be provided the services under the Title I umbrella. A multi criteria approach will be used when providing the services needed for the homeless children/youth. Utilizing the site intervention team, the principal, school psychologist, nurse, counselor, classroom teacher/s and homeless liaisons will create a comprehensive student success plan. The Parents As Teachers Program will provide weekly home visits and age appropriate educational support for families with infants 0 to 36 months of age. The Early Head Start Center will provide children 3 years of age with a full day developmental program. Because entrance to this program is based on income eligibility, homeless children/youth will automatically qualify for these services. Special Services will provide specialized programs for children 3 to 5 years of age. All day Pre-Kindergarten and Kindergarten Programs at each elementary site will provide additional programs to support homeless children/youth. Before and after school programs will be provided for students in grades K – 5. It is vital that the individuals working with homeless children/youth meet regularly to ensure there are no barriers and no services are duplicated. When necessary transportation will be provided to identified homeless students.</p>
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Describe how the district identifies homeless children.

The following describes how the district removes barriers to homeless students:

1. Ensures identification of children and youth experiencing homelessness.
2. Immediately enrolls homeless children and youth, eliminating delays caused by lack of records or other enrollment requirements.
3. Ensures that homeless students are not segregated or stigmatized because of their homelessness.
4. Maintains and transfers records in a timely fashion.
5. Assists with immunizations.
6. Keeps children in their school of origin to the extent feasible, except when doing so is contrary to the wishes of parents/guardian.
7. Ensures the right to attend school of origin extends for the entire duration of homelessness and that children who become housed during the academic year may continue their education in the school of origin for the remainder of the academic year.
8. Offers services to homeless students that are offered to non-homeless students, including transportation and educational services for which the student is eligible (e.g., Head Start; Even Start; preschool; LEP/ESL/ELL programs or services; gifted; special education; etc.)
9. Ensures coordination between homeless education and Title I, Part A, programs.
10. Promotes awareness among staff of the needs of students experiencing homelessness.
11. Ensures homeless parents are fully informed of the enrollment options and educational opportunities available to their children.
12. Provides written explanation to parents should dispute arise over school selection or school enrollment and refer parents to liaisons to mediate such disputes.
13. Provides homeless parents with meaningful opportunities to participate in the education of their children.

How does the district use its homeless set-aside funds?

The district uses the homeless set-aside funds to hire a districtwide Homeless Liaison and provide mileage reimbursement.

Describe how the district contacts and coordinates with the two welfare office and local shelter(s) to identify homeless children and youth and available services.

Union Public Schools is a district encompassing a 28 square-mile area in southeast Tulsa and northwest area of Broken Arrow. Because Union is located between Tulsa and Broken Arrow, the district uses the agencies within each city. This type of collaboration is challenging due to the fact the homeless shelters and community service agencies are outside our attendance area but within our county. Through our partnerships with the different

	<p>community service providers, we have developed a cohesive outreach and support for our homeless children/youth and their families.</p> <p>The districtwide homeless liaisons identify and provide support to homeless youth in shelters in the following manner:</p> <ol style="list-style-type: none"> 1. Provide outreach materials, posters and district contact information where there is a frequent influx of low-income families and youth in high-risk situations, including motels and shelters. 2. Develop relationships with truancy officials and/or other attendance offices. 3. Provide awareness activities for school staff (registrars, secretaries, school counselors, school social workers, school nurses, teachers, bus drivers, administrators, etc.) 4. Use enrollment and withdrawal forms to inquire about living situation. 5. Identify a site liaison at each school to identify and assist homeless students. 6. Conduct site visits to determine and verify students living in shelters. 7. Collaborate with other LEAs in the area.
Neglected and Delinquent Students	<p>Describe programs conducted, where appropriate, by educational services outside such schools for children living in local institutions for neglected and delinquent children and for neglected and delinquent children in community day programs.</p> <p>At this time, Union Public Schools does not have identified neglected and delinquent students living in local institutions or in community day programs.</p>
Migrant Students	<p>Describe how the LEA will ensure that migratory children are selected to receive services on the same basis as other children who are selected to receive services.</p> <p>At this time, Union Public Schools does not offer a separate migrant program. However, if a student qualifies as migrant, the student will receive the same education services as offered to all students. The student will be assessed to determine if a language assistance program is needed. Utilizing the multi-criteria approach, the student will be assessed to determine if Title I services are needed and if so, services will be implemented.</p> <p>How will space in the Title I program be made available throughout the year for migrant children?</p> <p>Placement will be available for migrant children at each of the Title I schools regardless of time of entry. Migrant children will receive services through the existing Title I programs.</p>

<p>Parent Involvement</p>	<p>Describe how parents and community are involved in the planning, review, and improvement of the Title I program and in the assessment of the effectiveness of the district’s parent involvement policy and activities.</p> <p>Union Public Schools provides school wide Title I programs and services in seven of thirteen elementary schools and 6th/7th Grade Center. Title I funds are not allocated to the three secondary schools consisting of the 8th Grade Center, Intermediate High School, and High School.</p> <p>A District Title I Advisory Committee which includes principals and assistant principals of the seven Title I sites, parents of Title I students, Title I classroom teachers, the following administrators, Executive Director of Federal Programs, Associate Superintendent, Assistant Superintendent for Teaching and Learning, Director of Special Education Services, Director of Student Achievement, Director of Student Data and Assessment, and Districtwide Homeless Liaison conducts an annual review of the district’s Title I plan and Parental Involvement Policy. This annual review includes identifying barriers to greater participation by parents, analyzing and evaluating annual District test data and student achievement. The District Title I plan is written to reflect the suggestions and discussion made by this advisory committee. Likewise, Title I sites conduct an annual review of their Title I plans. Title I site advisory committees consist of site principals, teachers and parents. This site advisory committee reviews the Title I site’s test data, student achievement and parental involvement. Information gathered during this annual review is used to update and write the site Title I plan. This process keeps the site plan current and relevant. Copies of the site Title I plan are available in the school office and media center.</p> <p>Does each school have a school-parent compact?</p> <p>Each Title I school has a school-parent compact. Title I principals, teachers and parents work together to review and adopt a site school-parent compact. Teachers review student responsibilities during class time and with parents during parent/teacher conferences. Information regarding School-parent contracts is provided to parents during curriculum nights, family nights, take-home folders, etc. This is done at the beginning of each school year. Contracts are signed by parents, returned to the school and placed in the student’s cumulative academic file.</p> <p>When are parents provided information about the program, including participation in professional development activities and training to help them teach their children?</p> <p>Parents are provided timely and regular communication about the Title I program and parent trainings at their child’s school through parental outreach events such as open house, parent/teacher conferences, monthly newsletters, and the district web site. Community Schools Coordinators also notify parents of training and family events.</p>
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<p>Schools in Need of Improvement</p>	<p>Describe how each Title I school within the district meets the requirement to conduct an annual meeting for parents of participating students.</p> <p>At the beginning of each school year, Title I site principals host a meeting for parents to explain the Title I program and how parents can be involved. At this meeting, site principals share information on whether the school is a targeted or school wide program and the difference between the two, a description and explanation of the school’s curriculum, information on the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet. In addition, principals also explain the district Parental Involvement Policy, the school Parental Involvement Policy, the School-Parent Compact and the rights of parents to be involved in the school’s program.</p> <p>What are the district’s plans to comply with the “Parents Right-To-Know” requirements in the law: If applicable, how will the district comply with all Title I parent involvement requirements in a participating private, nonprofit school?</p> <p>Union Public Schools does not have any private school participation. In accordance with the <i>No Child Left Behind Act of 2001</i> (NCLB), Section 1111 (h)(6) PARENTS’ RIGHT-TO-KNOW, Union Public Schools will notify every parent of a student in a Title I school that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student’s classroom teachers. The information regarding the professional qualifications of their student’s classroom teacher will include the following:</p> <p>If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;</p> <ol style="list-style-type: none"> 1. If the teacher is teaching under emergency or temporary status in which the state qualifications and licensing criteria are waived; 2. The teachers baccalaureate degree major, graduate certification, and field of discipline; 3. Whether the student is provided services by paraprofessionals, and if so, their qualifications. <p>In addition to the above information parent will be notified if their student has been taught for four or more consecutive weeks by a teacher that is not highly qualified.</p> <p>If applicable, include a description of how the LEA will assist the low-achieving school to implement its improvement plan.</p> <p>The district will assist low-achieving schools in the following manner:</p> <ol style="list-style-type: none"> 1. Coordinate state, district and other assessment tools and processes. 2. Provide assessment and other student data in a convenient and accessible format. 3. Provide an instructional coach and specialists to support, train, coach and advise teachers on best instructional practice.
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<p>Extended Learning Opportunities</p>	<p><i>This provision is optional. Include a description of how the LEA will use its Title I funds to support after school (including before and summer school) and school-year extension programs.</i></p> <p>Before and after school tutoring will be provided to extend learning time for students identified as failing, or most at risk of failing, to meet the State's performance standards that all students are expected to master. Summer school will be provided to those students identified as failing, or most at risk of failing, to meet the State's performance standards that all students are expected to master. To accomplish this goal, the summer school program will be based on effective means for improving achievement of participating students by using effective instructional strategies, providing high-quality curricula, coordinating with the supporting the regular education program, providing instruction by highly-qualified and trained professional staff and implementing strategies to increase parental involvement.</p>
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