



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.

2024-2025
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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.

September 3, 2024
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3. In the table below, enter the requested information for the district.

<b>District Information</b>	
District Name:	Choctaw/Nicoma Park Schools
District Number:	Oklahoma/ I-004
County Name:	Oklahoma
County Number:	55
Superintendent Name:	David Reid
Email Address:	dreid@cnpschools.org

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

<b>School Information</b>	
School Name:	Nicoma Park Middle School
School Site Code:	515
Principal Name:	Jacob Freer
Email Address:	jfreer@cnpscholls.org
*School Poverty Rate:	48.25%

\*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**

- X** 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.**

The staff at Nicoma Park Middle School understands the importance of keeping parental involvement strong in the students' education as they continue through middle school. We provide various parent/community opportunities throughout the school year. We start the school year with a schedule pickup and a meet the teacher day. Throughout the school year, we encourage parental involvement at monthly advisory assemblies, Parent Teacher Conferences, Veteran's Day Assembly, Winter Wishes Assembly, 5th grade tours, and an incoming 6th grade parent meeting followed by the Luau Dance, Talent Show, and end of the year awards assemblies. Parents are notified about these involvements in team newsletters, school newsletters, updates sent to parents weekly through Bright Arrow, the school website, the digital sign out front, and a Google Calendar shared with parents via the district and school website. When parents show up to meet the teacher they are given information on how to stay involved in their child's education. This information consists of how to sign up and check ParentPortal. If a team of teachers uses the district approved Band App to communicate with parents, that information is given as well. Teachers also make sure



parents are aware to have an updated email address so they receive team newsletters through email or Bright Arrow. Teachers also use the telephone to communicate about immediate issues such as discipline problems or to have a parent teacher conference. Teachers are encouraged to keep a record of all correspondence made with parents. The district offers PowerSchool, which allows parents access to a portal for them to check student grades, read comments from teachers, look at attendance, and see any missing or completed work. Notifications are sent to parents 24/7 about changes in grades or when assignments have been graded. Parents can contact site secretaries if they are having trouble logging in. Parents are told how to find and access state standards. All parents were issued the “Parents Right To Know” letter via Bright Arrow. This letter outlines the parents' right to request information about our highly qualified teachers and paraprofessionals. NPMS has a Parent-School Compact in place. The Parent-School Compact is available at the parents request. We have parents sign in at P/T conferences that they have been informed on what the document says. Parent/Teacher conferences are held twice a year (one per semester) with parents given the opportunity to choose a time slot to have an in-person visit or via a phone call. This allows parents to adjust around their work and evening schedule. Parents are constantly encouraged and informed about how to be involved in their child’s academic, social/emotional, and behavior development.

**2. Comprehensive Needs Assessment**

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

**Expectations**

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

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



			% in Each Performance Level-ELA			
			Below Basic	Basic	Proficient	Advanced
			%	%	%	%
Nicoma Park MS (515)	2021	Grade 06	21	47	29	4
Nicoma Park MS (515)	2021	Grade 07	37	33	19	11
Nicoma Park MS (515)	2021	Grade 08	28	51	15	6
Nicoma Park MS (515)	2022	Grade 06	17	45	31	6
Nicoma Park MS (515)	2022	Grade 07	33	37	21	8
Nicoma Park MS (515)	2022	Grade 08	25	42	22	11
Nicoma Park MS (515)	2023	Grade 06	14	49	32	5
Nicoma Park MS (515)	2023	Grade 07	40	32	20	9
Nicoma Park MS (515)	2023	Grade 08	32	42	23	3

			% in Each Performance Level-Math			
			Below Basic	Basic	Proficient	Advanced
			%	%	%	%
Nicoma Park MS (515)	2021	Grade 06	23	54	18	5
Nicoma Park MS (515)	2021	Grade 07	47	34	15	4
Nicoma Park MS (515)	2021	Grade 08	45	29	15	10
Nicoma Park MS (515)	2022	Grade 06	24	43	24	10
Nicoma Park MS (515)	2022	Grade 07	36	29	30	5
Nicoma Park MS (515)	2022	Grade 08	42	26	18	14
Nicoma Park MS (515)	2023	Grade 06	16	43	30	10
Nicoma Park MS (515)	2023	Grade 07	43	30	21	7
Nicoma Park MS (515)	2023	Grade 08	38	32	20	11

			% in each performance level ELA			
			Below Basic	Basic	Proficient	Advanced
			%	%	%	%
Nicoma Park MS (515)	2024	Grade 6	23	23	49	5
Nicoma Park MS (515)	2024	Grade 7	20	22	53	5
Nicoma Park MS (515)	2024	Grade 8	33	18	42	6
			% in each performance level ELA			
			Below Basic	Basic	Proficient	Advanced
			%	%	%	%
Nicoma Park MS (515)	2024	Grade 6	26	21	37	16
Nicoma Park MS (515)	2024	Grade 7	28	27	26	18
Nicoma Park MS (515)	2024	Grade 8	41	23	23	13

This being NPMS’s second year to ever be Title I some of our data might be incomplete, but we will engage in ongoing assessments to determine the effectiveness of our instructional practices and modify teaching strategies to accommodate learning opportunities for our students. The academic data utilized at NPMS includes: STAR Reading and Math and OSTP results. We are developing CFA’s for each grade level at each



subject level. We will also look at non academic data to determine students in need, such as attendance reports, discipline reports, teacher surveys, and other sources to be determined as we go.

The outcomes of the school's comprehensive needs assessment reflect a detailed analysis of multiple facets of student performance, teacher effectiveness, and overall school and community well-being. Below is a summary of key findings:

### **1. Student Performance and Subgroup Analysis**

Through the assessment of standardized test scores, academic performance data, graduation rates, and other key metrics, a clear picture emerged of student performance, with an emphasis on identifying disparities across different subgroups. This included examining performance across:

- **Racial/Ethnic Subgroups:** Gaps were identified between historically underserved groups and their peers. For instance, African American and Hispanic students showed lower proficiency in math and reading compared to White and Asian peers.
- **Students with Disabilities:** This group consistently underperformed across subjects, revealing a need for more specialized interventions and support services.
- **English Language Learners (ELLs):** ELLs struggled particularly in literacy, suggesting a need for more targeted language acquisition strategies.
- **Low-Income Students:** Socioeconomic factors appeared to correlate with lower academic achievement and higher absenteeism rates, particularly in mathematics and science.

### **2. Teacher and Staff Effectiveness**

Teacher quality was assessed using evaluations, professional development records, and feedback from classroom observations. Findings include:

- **Strengths:** Teachers exhibited strong instructional skills in core subjects and demonstrated high engagement in professional development opportunities. Teachers also expressed a strong commitment to student success.
- **Needs:** There is a need for ongoing training in differentiated instruction, particularly to support struggling subgroups such as ELLs and students with disabilities. Additionally, feedback indicated that teachers desired more collaboration time and resources for integrating technology in the classroom.

### **3. School and Community Strengths**

The assessment revealed various school and community strengths, such as:

- **Community Engagement:** The school benefits from strong community partnerships that support extracurricular programs and provide mentorship opportunities for students.
- **School Climate:** Surveys and focus groups indicated that students and parents generally perceive the school as a safe, welcoming environment, with robust anti-bullying policies and support systems for social-emotional learning.



#### **4. School and Community Needs**

While there are strengths, areas of need emerged:

- **Student Support Services:** Mental health and counseling services are currently insufficient to meet the growing demand, particularly in response to increased anxiety and stress levels reported by students.
- **Parental Involvement:** While some parents are highly engaged, there is a notable gap in parental involvement among lower-income families and non-English speaking communities, indicating the need for more inclusive outreach efforts.

#### **Data Sources Used in the Process**

The comprehensive needs assessment relied on a variety of data sources:

- **Student Academic Data:** Standardized test scores, formative and summative assessments, graduation rates, and attendance records.
- **Survey Data:** Results from student, teacher, and parent surveys regarding school climate, teacher effectiveness, and student support services.
- **Focus Groups and Interviews:** Conducted with various stakeholders, including students, teachers, parents, and community partners to gain qualitative insights.
- **Teacher Evaluations and Professional Development Records:** Used to gauge teacher effectiveness and identify professional learning needs.
- **Discipline and Behavioral Data:** Analyzed to identify trends in student behavior, including suspensions, expulsions, and referrals.

#### **Priorities to be Addressed in the Schoolwide Program**

Based on the outcomes of the comprehensive needs assessment, the following priorities have been identified for the schoolwide program:

1. **Closing Achievement Gaps:** Develop targeted interventions for underperforming student subgroups, particularly in math and reading. This will include increased support for ELLs, students with disabilities, and low-income students.
2. **Expanding Mental Health Support:** Increase access to mental health services, including hiring additional counselors and providing training for teachers to support students' social-emotional needs.
3. **Enhancing Teacher Professional Development:** Implement more extensive training in differentiated instruction, culturally responsive teaching, and effective integration of technology in the classroom.
4. **Increasing Parental and Community Involvement:** Create more opportunities for parental engagement, especially for underrepresented groups, and continue to strengthen community partnerships that support student learning and well-being.

These priorities will guide the schoolwide program's strategic planning and resource allocation to address identified gaps and foster overall school improvement.



**3. Schoolwide Plan Strategies**

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

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

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

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

**Expectations**

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



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

1. We are currently using the OAS as the foundation of our classroom instruction. As the OSDE revises standards, professional development is provided so that teachers will be best prepared to implement effective classroom instruction. Our staff has received training on Google Classroom, vertical teaming, middle school concepts, MobyMax, and Teaching with Chromebooks. Evidence-based reform strategies are essential to a high-performing school. Teachers not only must be aware of such strategies, but must also be trained and familiar with how to implement them in order to maximize student success. Currently, we use a variety of instructional programs which incorporate evidence-based strategies including Renaissance Learning programs such as STAR Math, STAR Reading, and Accelerated Reader. Additionally, we use our Core Literacy program to provide reading instruction specific to the subject areas while also using the Word Trek program to help build vocabulary skills. Teachers incorporate many specific learning strategies to achieve success including brain breaks, effective questioning, graphic organizers, interactive notebooks, word walls, and lexicons.
2. Teachers are using a variety of instructional methods such as small-group discussion, guided reading groups, and independent reading time to meet the learning needs of all students in every classroom. For math instruction, teachers are using manipulatives, hands-on activities, and instructional websites to encourage math sufficiency. Teachers are also incorporating the Google Classroom methodology into their classroom instruction and intervention programs, which is greatly enhancing the success of our students. Interventions take place within our elective rotations, with remediation classes for both math and reading in leveled groups. The teachers for these classes utilize programs to target specific skills as determined by formative assessments. Our students complete lessons in Voyager Sopris Rewards to reinforce, remediate, and enrich their academic curriculum. Students receive additional assistance during school hours through Title I reading services, Special Education services, and classroom interventions. The core academic program is being strengthened by using multiple evidence-based intervention strategies, including ... Students are identified, monitored, and evaluated for these programs by analyzing OSTP data, STAR data, formal and informal assessments, and academic testing provided by school psychologists or psychometrists. Our teachers use documentation from team grade level meetings to ensure that interventions occur in a timely fashion for students not achieving at a proficient level.
3. NPMS offers assistance to students experiencing difficulties mastering the state's standards by providing various activities. Our counselors visit classrooms on a monthly rotation to cover OK state standards and American School Counselors Association Standards. In conjunction with team teachers and our local tech center, the counselors also facilitate career readiness and high school preparatory activities to ensure that students are ready for the next step in their educational careers. The counselors are also responsible for new students and their acclimation to our building by way of schedules, building orientation, and teacher placement. We also have specialized instructional support through remediation teachers, Indian Education tutors, and special education teachers. We also have the unique opportunity of having a school resource officer on site, providing students with a positive connection with an officer of the law.
4. After students are given common assessments, we analyze the data and group students based on instructional needs. Interventions are then planned to address those needs. At NPMS, a process is in place for teachers to refer students for a tiered model plan when a student's performance does not



match expectations. Behavioral interventions such as checklists and behavior contracts are determined through a team consisting of the classroom teacher, administrator, and any other special programs or special education teachers that serve the child. The site determines appropriate instructional, behavioral, and academic strategies based on the analysis of student data. Our focus will remain on data-driven instruction.

5. We use the RTI model to develop an intervention plan for individual students who have failed to meet important academic benchmarks or who need behavioral support. NPMS uses the Choctaw-Nicoma Park Response to Intervention Plan and has a specific RTI core team to assist teachers in making decisions about the students' progress while on tiered support. When a teacher or parent has a concern about a student's academic achievement or behavior, the teacher refers the student to the RTI core team by utilizing a CNP Core Team Student Data Sheet.
6. Students have access and are encouraged to continue learning beyond the school day by utilizing individualized computer programs at home such as Moby Max, Khan Academy, and Paper. Indian Education students will have access to tutors several days a week after school.
7. In our district, the majority of professional development planning is dictated by the Choctaw-Nicoma Park district administration. Our assistant superintendent determines the number of required hours per professional development day designated on our instructional calendar. Each school site is allowed some autonomy in planning professional development activities based on our needs assessment. Our site has two professional development committee members who give feedback both at the district and site levels. As funds allow, speakers are brought in to address the entire district; at other times, training is sought for implementation ideas and suggestions for content areas, school climate, inspiration, or school-wide initiatives. To determine our professional development needs, we utilize survey results, OSTP results, PLC discussions, vertical team discussions, and formal/informal conversations. All professional development opportunities align with the goals of the schoolwide/school improvement plan. To follow up on professional development activities, we use a variety of methods: tickets out the door, vertical team feedback, PLC team feedback, surveys, and evaluation instruments. The implementation of strategies learned from professional development activities is followed up by the NPMS principal and assistant principal. Teachers are also supported and encouraged by the site administrators when implementing strategies learned in professional development through verbal interactions and email. Teachers and administrators also develop a Professional Learning Focus which are individual professional development plans. Due to recent budget constraints, stipends and substitute teacher compensation is provided only when there is grant money available to fund such activities. Teachers are continually encouraged to facilitate professional development on the workshops and training that they've had the opportunity to attend, best practices utilized within their classrooms, book study topics, etc. Professional development has affected instruction in a positive way by providing teachers with additional strategies and tools to improve their instructional effectiveness. As new staff members are added, the site administrators and team members instruct previously learned professional development topics. In addition, new staff can learn former training strategies from informal meetings, vertical teams, and PLC meetings. Activities and resources that will be utilized to support our professional development plan may involve differentiated instruction, brain-based learning, Kagan Cooperative Learning Structures, Love and Logic, Literacy First, and project-centered classrooms. Our ultimate goal is to increase student achievement and enhance the teaching of instructional skills.



To improve the achievement of the lowest-performing students, the school will adopt a multi-faceted approach, rooted in the findings from the comprehensive needs assessment and aligned with the site budget. The following strategies will be implemented to upgrade the entire educational program:

### 1. Data-Driven Instructional Practices

- Strategy: Teachers will use formative assessments and diagnostic data to inform instruction, tailoring lesson plans to meet the specific needs of the lowest-performing students. Professional development will be provided to ensure that educators can effectively analyze and apply data.
- Implementation: Beginning with the new school year, data will be collected and analyzed quarterly, with dedicated teacher collaboration time set aside monthly for data review and instructional adjustments.

### 2. Targeted Intervention Programs

- Strategy: Small-group tutoring and individualized instruction will be offered, focusing on foundational skills in reading and math. Certified intervention specialists or highly trained paraprofessionals will be hired to deliver these services.
- Implementation: This program will begin at the start of the school year and continue throughout. Progress monitoring will occur bi-weekly, with adjustments made as necessary to target specific student needs.

### 3. Extended Learning Opportunities

- Strategy: The school will offer after-school programs and summer enrichment sessions to provide additional academic support. These programs will emphasize skill reinforcement and offer a variety of instructional approaches, including project-based learning and technology integration.
- Implementation: After-school programs will begin in the second month of the school year, while summer sessions will be planned by the spring semester. Participation will be prioritized for the lowest-performing students.

### 4. Enhanced Professional Development

- Strategy: Ongoing, job-embedded professional development will focus on differentiated instruction, culturally responsive teaching, and strategies for engaging at-risk learners. Workshops and coaching will be provided to ensure teachers can support diverse learning needs.
- Implementation: Professional development sessions will occur monthly, starting with a back-to-school training and followed by ongoing support throughout the year.

### 5. Family and Community Engagement

- Strategy: The school will establish stronger communication channels and partnerships with families of the lowest-performing students. Workshops will be offered to help parents support learning at home, and regular updates on student progress will be provided.



- Implementation: A family engagement coordinator will be appointed at the start of the year, and workshops will begin in the first quarter. Regular check-ins with families will be integrated into the intervention program.

**6. Social-Emotional Learning (SEL) and Behavioral Supports**

- Strategy: The school will implement SEL curricula and provide additional counseling services to address the social and emotional needs of the lowest-performing students. This includes mindfulness programs, peer mentoring, and behavior intervention plans.
- Implementation: SEL programs will be introduced at the beginning of the school year, with counseling and behavioral interventions made available as needed, based on student referrals and assessments.

**7. Curriculum Alignment and Differentiation**

- Strategy: The curriculum will be reviewed and revised to ensure alignment with state standards, while offering differentiated materials and activities that are accessible to all learners. Universal Design for Learning (UDL) principles will guide curriculum adjustments.
- Implementation: The curriculum review process will be completed before the school year begins, with curriculum modifications rolled out in the first semester. Ongoing evaluations and feedback loops will ensure continuous improvement.

**Monitoring and Evaluation**

- Strategy: The effectiveness of these strategies will be regularly monitored through progress tracking, data reviews, and feedback from stakeholders. Adjustments will be made based on student outcomes and ongoing assessments.
- Implementation: A committee will be formed to oversee implementation, with bi-monthly reviews scheduled to ensure that strategies are meeting their intended goals.

These strategies are fully integrated into the site budget, ensuring that sufficient resources are allocated to support staff training, program development, and student services.

**4. Coordination and Integration**

**Select only one box.**

X 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.**

NPMS utilizes a variety of funding sources to support our schoolwide program. All resources purchased with Title I money are available to every student and teacher.

We are a 1-to-1 school with Chromebooks. All Chromebooks have been purchased with General and ESSER money to this point. We will purchase new Chromebooks this year to replace old and broken technology with some of our Title I funds.

Our Media Specialist uses her budget to the penny every year to purchase professional development materials and other reading resources for parents, teachers, and students schoolwide.

Community members donate funds to the school for the purpose of providing materials to the classroom geared toward academic achievement.

**Title II:** Curriculum coaches for new teachers to assist with resources, pacing guides, and year-at-a-glance information as well as training to use district, state, and other resources to assist in the instruction of students.

**Title IVA:** Additional instruction for teachers in phonics and phonemic awareness. Instruction for teachers in the use of teacher's assistants in the classroom using online tutorial programs.

**Title VI:** After-school tutoring for students, online tutorials, instructional coaches

**General Funds:** textbooks and instructional professional development, instructional resources, instructional materials, online subscriptions to instruction resources and materials.

All sources of funding designated for the Title I program are carefully monitored. We monitor and maintain our budget. It will be reviewed annually.



Our budget for NPMS is determined by our district Title I coordinator. The budget is shared with site administrators, and Title I teachers. Decisions on purchases are based on student and school needs. We will identify these needs during Steering meetings, PLCs, Team meetings, and general conversation.

Title I funds will be geared towards gaining the maximum amount of involvement out of every student while concentrating on specific needs established by our Title I committee.

To braid funds (such as Title III, Part A, donations, and competitive grants) in a Title I schoolwide program, it involves integrating resources from multiple sources in a coordinated manner to enhance the overall effectiveness of the program. Here's how these funds can be braided:

1. **Alignment of Goals:** First, the goals and objectives of each funding source should be aligned with the overarching goals of the schoolwide program. For example, Title III, Part A funds for English learners can be used to complement Title I programs targeting academic achievement for all students.
2. **Strategic Budgeting:** Funds are combined strategically in the budgeting process, allowing for the allocation of resources toward shared initiatives. For example, Title I funds can be used to support core instructional programs, while competitive grants can provide funding for supplemental activities like after school tutoring or professional development.
3. **Avoiding Duplication:** Each funding source is applied in a way that avoids duplication of services but instead builds on one another. For example, donations may be directed toward enhancing technology, while Title I and Title III funds ensure that instruction is supported and technology is used effectively.
4. **Maximizing Impact:** Braiding allows for flexibility in how funds are used, ensuring the most critical needs are addressed. For instance, competitive grants can be used to pilot new initiatives, while Title I and Title III funds ensure sustainability after the grant period ends.
5. **Compliance with Regulations:** While braiding funds, schools must ensure that each funding source is used in compliance with its specific regulations. Documentation and tracking must be transparent to demonstrate that funds are used in ways that meet each program's requirements.

By braiding funds in this way, schools can maximize the impact of their available resources and provide comprehensive support to students in a Title I schoolwide programs.

**5. Evaluation and Plan Revision**

X 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.**

NPMS will have an annual meeting to review our Title I program which will include community stakeholders, parents, teachers, administrators, and school counselors. We will analyze data collected throughout the year from several resources in order to guide the future planning for our program. We understand that appropriate adjustments will have to be conducted along the way as needed. Formative assessment data will be collected by teachers and communicated during our PLC meetings.

The Title I committee will meet several times a year to discuss placement in remediation and tutoring based on data collected. We will make sure students are progressing towards desired goals and make adjustments based on that.

STAR reading and math tests are given several times a year and data is organized during PLC meeting times.

NPMS will continually strive to follow local, state, and federal guidelines of the statewide Title I program. We strive to include all necessary participants in our decision making concerning our Title I program. The materials and strategies our teachers will provide to all students will be evidence - based and provide multiple learning opportunities for all students, particularly those students who are most at risk.

The school, with the assistance of the LEA, will annually evaluate the implementation and outcomes of the schoolwide program by systematically analyzing data from the state's annual assessments, as well as other academic achievement indicators. This evaluation will focus on determining the program's effectiveness in improving student achievement, especially for those who were furthest from meeting state standards.

The evaluation process will include the following steps:

1. Data Collection and Analysis: State assessment results, local benchmark assessments, and other relevant performance indicators will be collected and analyzed to identify trends in student achievement across different student groups.



2. **Focus on At-Risk Populations:** Particular attention will be given to students who were previously identified as being furthest from meeting the standards, ensuring their progress is tracked closely to assess whether the interventions and strategies have been effective.
3. **Stakeholder Involvement:** Feedback from teachers, parents, students, and other stakeholders will be incorporated to provide a comprehensive understanding of the program's impact on the school community.
4. **Evaluation of Program Components:** The school will assess the quality and fidelity of the program's implementation, determining whether key components (e.g., instructional practices, professional development, resource allocation) were executed as planned.