Elementary and Secondary Education Act (ESEA) Schoolwide Program Plan

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.

September 25, 2025

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

District Information	
District Name:	Choctaw-Nicoma Park School District
District Number:	04
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.

School Information	
School Name:	Griffith Meridian Elementary
School Site Code:	130
Principal Name:	Danita Hollins
Email Address:	dhollins@cnpschools.org
*School Poverty Rate:	40.85%

*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.

1. At Griffith Meridian Elementary, teachers and staff are dedicated to strengthening family and community involvement in the school. Using Title I funds, parents are offered multiple opportunities to attend informative meetings that share helpful ideas and strategies to support their child's academic growth. Key resources including the Site Parent Involvement Policy, Parents' Right to Know information, and the Griffith Meridian Elementary Schoolwide Plan are available on the Choctaw Nicoma Park District website.

Parent involvement activities are regularly communicated through emails, notes sent home, Apptegy, the Band App, district and school websites, student council, the school marquee, and other online platforms. Families also receive U.S. Government–published booklets when available, along with teacher newsletters that provide reading and math strategies, academic websites, and tips for homework and motivation. These efforts ensure that both parents and community members remain informed and engaged in supporting student success.

2. The district provides parents with access to ClassLink, a dashboard application that offers school and district information, including online grade books. Through the Parent Portal, families can view their student's grades at any time. ClassLink also connects students to educational practice programs used at Griffith Meridian Elementary, such as Reading A-Z, Starfall, Xtramath, Spelling City, and Prodigy, as well as the Sora library for online books.

Griffith Meridian Elementary also uses Accelerated Reader (AR), which links independent reading to assessment and progress. Parents can access AR reports through ClassLink's Renaissance Place link. These reports provide details about their child's reading level, chosen books, and test results, keeping families informed about reading growth.

Parents are encouraged to explore the resources available on ClassLink to support student learning and monitor academic performance. In addition, communication is strengthened through BrightArrow, the principal's online messaging system. BrightArrow delivers weekly updates, monthly calendars, and important school and community announcements directly to parents.

To further support parent involvement, Parent-Teacher Conferences are held twice a year, in the fall and spring. Flexible options such as online or phone conferences are available for families who cannot attend in person, ensuring all parents have the opportunity to stay connected to their child's education.

3. At the start of each school year, Griffith Meridian Elementary hosts a Title I Parent Informational Meeting, with notices shared during Back-to-School Night and reminder notes sent home with students. Teachers maintain regular communication with parents through phone calls, emails, Apptegy, Band App, and other online platforms.

Back-to-School Night also serves as an opportunity to share important school procedures and policies while gathering parents' preferred methods of communication. To keep families informed, flyers and newsletters about upcoming Parent Involvement events are sent home in students' Monday folders, ensuring parents receive advance notice of important dates.

Each fall, the Parents' Right to Know information is included in the Principal's Monthly Newsletter. Additionally, both the District and Site Parent Involvement Policies are available on the school website for easy access.

4. Griffith Meridian Elementary has a Title I Committee made up of the principal, Title I reading specialist, site counselor, parents, community members, and one teacher representative from each grade level (3rd–5th). The school is committed to providing meaningful educational experiences that build strong foundational skills and prepare students to become responsible citizens.

The school's vision statement, created collaboratively with staff and parents, reflects this commitment. Griffith Meridian is also recognized as a Model School for Great Expectations, which promotes shared

language and consistent expectations for both staff and families. To reinforce these values, students and staff recite the school creed, the Eight Expectations, and affirm what it means to be a GME Yellowjacket.

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 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.

At Griffith Meridian Elementary, we analyze a wide range of data to measure student growth, guide instructional practices, and set priorities for future improvement. This process includes a thorough review of academic assessments such as STAR Early Literacy, STAR Reading, STAR Math, the Oklahoma State Testing Program (OSTP), common formative assessments, and student grades.

In addition to academic data, we also review non-academic measures such as attendance records, teacher and parent feedback, discipline referrals, and classroom walk-throughs. By examining both academic and non-academic data, we are able to identify instructional gaps, strengthen areas of need, and tailor strategies to better support student learning. This approach allows us to make informed decisions and set targeted goals for future interventions that address the diverse needs of our students.

Griffith Meridian Elementary serves PreK–5th grade students, with a total enrollment of 926 for the 2025–2026 school year. Student demographics are as follows: 68.4% White, 3.2% Black, 4.7% American Indian, 8.6% Hispanic, and 14.7% identifying as Two or More Races. Our Free/Reduced Lunch population was 42% for the 2023–2024 school year, while 21% of students receive services through IDEA, an 1% are identified as English Language Learners (ELLs).

The school demonstrates many strengths, including strong parental involvement, highly qualified teachers, and recognition as a Great Expectations Model School. However, after reviewing the data, our committee has identified reading and math instruction as areas of focus for continued growth.

3rd Grade Reading and Math Scores:

- 2024 Reading:
  - 19% Below Basic
  - 20% Basic

- 2024 Math:
  - 24% Below Basic
  - 34% Basic

4th Grade Reading and Math Scores:

- 2024 Reading:
  - 17% Below Basic
  - 21% Basic

- 2024 Math:
  - 17% Below Basic
  - 34% Basic

5th Grade Reading and Math Scores:

- 2024 Reading:
  - 15% Below Basic
  - 27% Basic

- 2024 Math:
  - 23% Below Basic
  - 34% Basic

Griffith Meridian Elementary is dedicated to helping every student meet or exceed grade-level benchmarks. Data analysis shows a significant need for additional support in reading and math to reach this goal. The school carefully evaluates the strengths and needs of students, teachers, staff, and the community to guide its efforts.

With a strong sense of community, highly qualified educators, and outstanding parental support, Griffith Meridian thrives as a Great Expectations Model School**.** We remain committed to nurturing the academic, social, and emotional growth of every student.

We have developed lasting partnerships that enhance and support our students:

- Eastern Oklahoma County Vo-Tech: Offers an afternoon STEM class for 2nd and 4th-grade students.
- Eastern Oklahoma County Resource Board: Operates a food pantry and provides food, gifts, and clothing to families in need during the holidays. The Oklahoma Regional Food Bank provides food for our students who may not have enough to eat over weekends and breaks.
- Tri-City Youth and Family Center and Mid-Del Youth and Family Center: Provide counseling services and, when necessary, send counselors to the school for students who face transportation barriers.
- The Cook Center: Supplies parenting videos, support, and resources to families.
- Rotary Club: Donates dictionaries to 3rd grade students and monthly books to PreK students.
- Choctaw Nicoma Park Education Foundation: Awards grants to teachers annually.
- Choctaw Fire Department: Visits classrooms to assist with fire safety education and science projects.
- Choctaw Nicoma Park Police Department: Visits classrooms to partner as a community helper.

We also benefit from the support and donations of our wonderful parents, who volunteer regularly in any area of need, playing a crucial role in our school community.

- *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.*

Our administrators, steering committee members, Title I committee members, families, and community stakeholders play a crucial role in our school's progress. Through their regular meetings, they have identified our primary concerns as reading and math performance. To address these, we are implementing enhanced safety protocols and academic interventions.

For the 2025-2026 school year, we are fortunate to have three highly qualified Title I reading teachers who will enable us to provide more students with systematic and explicit reading interventions.

Our Professional Learning Communities (PLCs) meet weekly to strategize on intervention techniques for students who may be missing specific skills or require additional support. These students are monitored through our Response to Intervention (RTI) process, allowing us to track their progress and identify any additional areas where support may be needed.

- *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.*

At Griffith Meridian Elementary, students at risk of academic difficulties are identified through teacher observations, STAR assessment data, and other classroom screeners. Because we know every student learns differently, STAR Reading and Math assessments are given for a two-week span in August, December, and April, with the option for additional monthly assessments when teachers feel they are needed. This flexible schedule helps us adjust interventions to meet individual needs. Students scoring below benchmark are monitored more closely to determine the level of reading or math support required.

Students identified as at risk enter the Response to Intervention (RTI) process, where targeted strategies are developed to address their specific learning gaps. Additional support is provided through a variety of programs, including classroom interventions, the Title I Reading Lab, ELL (English Language Learners) tutoring, Title VI tutoring, and RTI services.

Collaboration is central to our approach. Teachers and staff engage in monthly Professional Learning Community (PLC) meetings, monthly Steering Committee sessions, quarterly vertical team meetings, and district-wide curriculum planning. This teamwork ensures all voices are included in strengthening student supports. For this school year, three intervention teachers are dedicated to assisting at-risk students, allowing us to expand and enhance individualized instruction.

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. Choctaw-Nicoma Park Schools selects research-based and evidence-based curricula designed to support students at all levels of learning. These programs provide enrichment opportunities for advanced learners while also offering remediation and intervention for students who need additional support. Curriculum is adopted only when it aligns with Oklahoma Academic Standards. To maintain consistency and fidelity, teachers follow the curriculum's scope and sequence and use pacing guides to plan instruction that supports the success of all students across tiers. Collaboration is an essential part of this process, with teachers, reading specialists, and administrators working together in both vertical and horizontal teams. Student progress is monitored through multiple data sources, including curriculum assessments, classroom performance, teacher observations, STAR testing, reading specialist diagnostic assessments, and OSTP results. This data-driven approach ensures that instructional decisions are targeted to help students achieve grade-level expectations.

2.The Comprehensive Needs Assessment directs how Title I funds are allocated and guides the school's intervention plan. Supplemental materials are purchased to strengthen student learning in core areas such as reading and mathematics, as well as other identified areas of need. The Response to Intervention (RTI) process focuses on Reading, Mathematics, English Language Arts, and behavior to improve outcomes for at-risk students. Teachers provide support through whole-group instruction, small-group guided reading, and individualized interventions as needed.

Student progress is monitored using multiple data sources, including weekly formative and summative assessments, benchmark tests, STAR testing, progress monitoring, and attendance reports. Reading specialists conduct additional assessments for at-risk students, such as phonological awareness, fluency, phonemic awareness screeners, and writing assessments. For students with behavioral needs, teachers implement PBIS World interventions and classroom behavior plans, while the school counselor provides support for emotional, behavioral, or mental health concerns.

Assessment results and teacher input are reviewed collaboratively by classroom teachers, reading specialists, and the principal to guide improvement efforts and track growth through the RTI process. Students who are not performing at proficient levels receive targeted intervention, and no student is exited from supplemental services (including Title I, Speech, Indian Education Tutoring, or Special Education) without a team-based, data-driven decision that considers multiple factors impacting growth and achievement.

3. For students needing intensive support beyond the classroom, Griffith Meridian Elementary provides targeted reading interventions through the Title I program. One of the three reading specialists delivers small-group pull-out instruction five times a week, with 45-minute sessions focused on addressing comprehension, fluency, and vocabulary gaps. In addition, a certified Wilson Reading Therapist offers daily 45-minute pull-out sessions for students with specific challenges in decoding, encoding, and spelling.

Behavior interventions are also available, with the school's Oklahoma State Department of Education Office of Federal Programs counselor providing small-group or individual support tailored to student needs. Through these layered interventions, most at-risk students receive early, individualized support, while strong relationships built on trust and confidence help ensure long-term student success.

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.

The central goal of Griffith Meridian Elementary is to improve student outcomes, and this priority guides every resource allocation decision. All available resources are directed toward instruction, instructional materials, and programs that support student learning. A variety of staff members—including reading tutors, EL tutors, Indian Education tutors, paraprofessionals, and instructional assistants—play essential roles in providing remedial instruction, particularly for students at risk of academic failure. Funding also supports research-based programs such as Lexia, Fundations, and Heggerty, along with professional development to ensure teachers are well equipped to implement these programs effectively. In addition, funds are allocated for parent engagement activities, student technology for home use, and internet hot spots to increase access.

Resources from multiple funding streams—including Indian Education, ESSR, Special Education, Title III, CARES, and others—are applied according to their program guidelines, always with the goal of improving student achievement. Title I funds, along with additional resources, provide broad benefits for all students, particularly those in need. Examples include:

- **ESSR and district funds**: Provided one-to-one and updated technology.
- **English Learner and Indian Education funds**: Support tutoring for students requiring additional help.
- **Media specialists**: Use book fair funds to expand classroom literacy.
- **Donors Choose grants**: Provide teachers with materials for class projects.
- **Community support**: Donations of materials and volunteers for academic and enrichment activities.
- **Title II**: Supplies curriculum coaches for new teachers, offering pacing guides, resources, and year-at-a-glance planning tools.
- **Title IVA**: Supports teacher training in phonics, phonemic awareness, and the effective use of assistants and online programs.
- **Title VI**: Funds after-school tutoring, online tutorials, and instructional coaches.

- **General funds**: Provide textbooks, professional development, and subscriptions to instructional resources.

The school's Comprehensive Needs Assessment is used by the principal and the Title I committee to identify student, teacher, and schoolwide needs and to determine how supplemental resources should be allocated. Media specialists also evaluate literacy needs and select programs to strengthen student achievement. Regular data collection and monitoring ensure that current programs are effective and provide direction for ongoing improvements.

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.

1. The school collects both qualitative and quantitative data from a variety of sources—including teacher-created assessments, state testing, STAR norm-referenced assessments, behavior plans, student data system reports, Lexia usage and growth reports, and surveys—to evaluate progress toward Title I goals. These tools help measure student achievement in mastering standards as well as overall school progress.

The school leadership team meets monthly with teachers to review progress on instructional goals, while the Title I committee is composed of staff, parents, and community members that meets each semester to analyze and discuss results. Successes are acknowledged and celebrated, and areas needing improvement are carefully examined to identify strategies for growth. The Title I plan is then adjusted as needed based on identified needs and findings.

2. Griffith Meridian Elementary is committed to meeting the academic, social, emotional, and educational needs of all students through services provided by Title I, Title III, Title IV, Indian Education, and Special Education. To ensure every child has the opportunity to succeed, faculty members analyze data throughout the year and evaluate instructional practices to measure student growth, identify areas of achievement, and address gaps or weaknesses.

Multiple data sources are used in this process, including OSTP results from previous years, STAR data from current and prior school years, past grade-level benchmarks, and teacher input. This information helps pinpoint strengths and weaknesses across content areas and grade levels. Student growth data is reviewed for schoolwide trends and then broken down further by subject, grade, classroom, and demographic groups, providing teachers, families, and community stakeholders with a clear understanding of progress.

By identifying patterns in student achievement, the school can target gaps in specific content areas. Where needs are found, staff receive additional training, support, and monitoring. Progress is continuously tracked, and feedback is provided to ensure ongoing improvement.

3. Along with reviewing student growth and progress data, Griffith Meridian Elementary also collects and reflects on teacher instructional practice data. Classroom walkthroughs are conducted to document strengths and areas for growth in key instructional focus areas, while formal teacher evaluations provide a comprehensive assessment of overall teaching practices. Progress toward teacher goals—particularly the consistent use of research-based best practices—is discussed in steering committee meetings, staff meetings, and Title I committee meetings.

Based on these reflections, necessary adjustments are made and monitored to strengthen teacher effectiveness and improve student learning. Professional development opportunities are offered to support all teachers, and new teachers are paired with mentors to provide guidance and ensure success.