

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.

9/20/2025

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

District Information	
District Name:	Choctaw Nicoma Park Public Schools
District Number:	OK-4
County Name:	Oklahoma
County Number:	OK-55
Superintendent Name:	Mr. David Reid
Email Address:	dreid@cnpschools.org

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

School Information	
School Name:	Choctaw Elementary
School Site Code:	105
Principal Name:	Pam Cook
Email Address:	pcook@cnpschools.org
*School Poverty Rate:	49.56%

*Required for the school to report. Please consult with district personnel regarding the rate reported in the Consolidated Application (Grants Management System).

Instructions

The template is composed of five sections. Each section has three parts.

- The first part outlines the relevant passages in ESEA and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part describes the expectations for the narratives.
- The third part is a text box where the narrative responses are to be entered. There is no word or character limit, and the text box will expand.

1. Parent and Community Stakeholder Involvement

☑ By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. ESEA Section 1114(b)(2)
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. ESEA Section 1114(b)(4)
- the school meets the requirements of Section 1116 of ESEA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. ESEA Section 1116 (b-g)

Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Addressing the above expectations, describe in the box below the strategies to increase family and community stakeholder involvement.

The information below outlines the strategies and efforts of the Title I Committee to increase community involvement in educational programs. It highlights the importance of diverse stakeholder participation, the annual review process, and the provision of resources to support student learning, particularly in reading. The following sections detail the committee's composition, decision-making processes, and initiatives to engage families and community members in supporting at-risk students.

Educators

Title I reading teachers, classroom teachers, special education teachers, and paraprofessionals contribute their expertise to the committee.

Administration

An administrative representative ensures alignment with school policies and oversees implementation of initiatives. Administrators play a crucial role in promoting widespread participation in the Title I Committee. They actively encourage involvement from all stakeholders, recognizing the value of diverse perspectives in shaping effective educational strategies. This inclusive approach helps to ensure that the committee's decisions and initiatives reflect the needs and aspirations of the entire school community.

Parents

EL parents, Title I parents, special education parents, and regular education parents provide diverse perspectives. To facilitate meaningful participation, the committee has implemented measures to ensure a diversity of stakeholders. These measures may include targeted outreach to underrepresented groups, providing translation services for non-English speaking parents, and scheduling meetings at convenient times for working parents and community members.

Community

Community members bring additional insights and resources to support at-risk students.

The Title I Committee is carefully structured to include a wide range of stakeholders, ensuring comprehensive representation of the school community. This diverse composition allows for a multifaceted approach to addressing the needs of at-risk students and fostering community involvement. Choctaw Elementary School has developed a comprehensive Title I communication and involvement plan to ensure effective engagement with parents and community stakeholders. This plan outlines various communication methods, language accessibility, and collaborative decision-making processes. The school is committed to providing inclusive and transparent information about Title I services while encouraging active participation from all members of the school community.

Annual Review of Vision and Mission Statements

This annual review process ensures that the school's guiding principles remain relevant and responsive to the evolving needs of students, families, and the community. It also provides a valuable opportunity for stakeholders to actively shape the direction of the school's Title I programs.

- **Initial Review**
    - The Title I committee begins by examining the current vision and mission statements, assessing their relevance and effectiveness.
- **Stakeholder Input**
    - Committee members solicit feedback and suggestions from the broader school community, ensuring diverse perspectives are considered.

- **Discussion and Modification**
    - The committee engages in thorough discussions, proposing and debating potential modifications to align with current needs and goals.
- **Finalization and Implementation**
    - Once consensus is reached, the updated vision and mission statements are finalized and communicated to the entire school community.

Open Communication Channels

Choctaw Elementary employs a diverse range of communication channels to reach parents and guardians effectively. This multi-faceted approach ensures that important information about the school and its Title I program is accessible to all families, regardless of their preferred communication method.

Email Updates

Regular email communications keep parents informed about school events, Title I programs, and important announcements.

Printed Flyers

Traditional paper flyers are distributed to ensure information reaches families without reliable internet access.

School Website

A comprehensive online resource for all school-related information, including Title I details and updates.

The Title I committee places a strong emphasis on maintaining open lines of communication with all stakeholders. At each committee meeting, members are explicitly encouraged to reach out with any questions or concerns that may arise, including those that come up between scheduled meetings. This proactive approach to communication helps to address issues promptly and ensures that all voices are heard.

To facilitate this open dialogue, the committee may employ various strategies, such as:

- Providing a dedicated email address for Title I concerns
- Hosting regular office hours for in-person discussions
- Conducting periodic surveys to gauge stakeholder satisfaction and gather ideas

Recognizing the diverse linguistic background of its community, Choctaw Elementary is committed to providing Title I information in multiple languages. This initiative ensures that all families can access and understand important school communications, regardless of their native language.

Identified Languages

- Spanish
- Simplified Chinese
- Vietnamese

These languages were identified as the most prevalent among families requiring translated documents.

Translation Process

The school employs professional translation services to ensure accuracy and cultural sensitivity in all translated materials. This includes both written documents and, when necessary, interpretation services for in-person meetings.

Accessibility Measures

Translated documents are made available in both digital and print formats. The school website features a language selection tool, allowing users to view content in their preferred language.

Title I Parent Information Meeting

The Title I Parent Information meeting serves as a crucial platform for engaging families in their children's education, with a particular focus on reading skills. During this event, Title I Reading Specialists take center stage to provide valuable information and resources to parents, empowering them to support their children's literacy development at home.

- **Reading Strategies**
  - Specialists share effective techniques for parents to use when reading with their children, such as asking comprehension questions and modeling fluent reading.
- **Community Resources**
  - Information is provided about local reading programs, library events, and other community initiatives that can support children's literacy development outside of school.
- **Digital Tools**
  - Parents are introduced to apps for free audiobooks and other digital resources that can make reading more accessible and engaging for students.
- **Access to Materials**
  - Guidance is offered on how to access books and audiobooks through school and community resources, ensuring all families have the materials they need to support reading at home.

Leveraging Community Resources

The Title I committee recognizes the importance of leveraging community resources to enhance student learning, particularly in the area of reading. By partnering with local organizations and institutions, the school can provide a more comprehensive support system for students and families. Some key community resources highlighted during Title I meetings include:

- Local library programs, such as summer reading challenges and storytimes
- Community centers offering after-school tutoring and literacy programs
- Partnerships with local businesses for book donations or reading incentives
- Collaboration with colleges or universities for mentoring programs

By connecting families with these resources, the Title I committee helps to create a more robust and supportive learning environment that extends beyond the classroom walls.

Continuous Improvement and Future Goals

The Title I committee's commitment to increasing family and community stakeholder involvement is an ongoing process. As they implement strategies and evaluate their effectiveness, the committee continually seeks ways to improve and expand their initiatives. Some future goals and areas of focus may include:

Expand Digital Engagement

Develop a robust online platform for sharing resources and facilitating communication between school and home.

Diversify Outreach Methods

Implement new strategies to reach underrepresented groups and increase participation in Title I programs.

Enhance Data Collection

Improve methods for tracking and analyzing the impact of family and community involvement on student achievement.

Strengthen Partnerships

Choctaw Elementary School fosters deeper collaborations with community organizations to provide more comprehensive support for at-risk students.

By continuously refining their approach and setting ambitious goals, the Title I committee demonstrates its dedication to creating a more inclusive and supportive educational environment for all students.

The Title I Committee strategizes the best ways to incorporate more community involvement based on the results of the needs assessment. Community strengths include the following:

- A local technology center provides materials and resources for classroom teachers through an after school STEM program.

- A local resource center provides school supplies to students and teachers, also Christmas food and donations.
- A regional food bank provides backpacks of food each Friday for economically disadvantaged students.
- A local elks lodge provides food baskets to families in need around Christmas .
- A church provides food to families in need around Thanksgiving.
- Parents have child care service available on campus through a local athletic and family center.
- A rotary club presents third grade students with their own personal dictionary annually.
- A rotary club provides free books to each Pre-Kindergarten student once every month.
- Our district offers grants to educators through an application process.
- A federal program provides funding for low economic ratio before and/or after-school tutoring to students.
- Title VI programs are designed to connect Native American students with programs and resources to reach their educational goals, such as tutoring.
- The Parent Teacher Organization (PTO) actively pursues members. In addition, there is an updated social media page for parents and community members to access information.
- Teachers and students walk to the local library to participate in various programs.

Looking ahead, the school aims to further enhance its communication strategies, potentially incorporating emerging technologies to reach families more effectively. There are also plans to expand community partnerships, creating more opportunities for real-world learning experiences that complement Title I academic support. By maintaining a flexible and responsive approach, Choctaw Elementary ensures that its Title I program remains a vital resource in supporting student achievement and family engagement.

2. Comprehensive Needs Assessment

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

Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the 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.

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 plan.

Choctaw Elementary School conducts a Comprehensive Needs Assessment to identify strengths and areas for improvement among educators, students, parents, and the community. This process utilizes multiple data sources to determine root causes of academic struggles and set priorities for future action. The assessment informs budgeting decisions and enhances instructional planning, ultimately aiming to improve student outcomes and overall school performance.

Assessment Process Overview

The Comprehensive Needs Assessment at Choctaw Elementary School is a thorough and multifaceted process. It involves collecting and analyzing data from various sources to gain a holistic understanding of the school's current state and areas requiring attention. This approach ensures that all stakeholders' perspectives are considered and that the resulting action plans are well-informed and targeted.

By examining both quantitative and qualitative data, the school can identify trends, patterns, and correlations that might not be apparent from a single data source. This comprehensive view allows for more effective resource allocation and strategic planning to address the most pressing needs of the school community.

Stakeholder Feedback

Surveys are conducted among parents, teachers, and students to gather qualitative insights into the school's performance and areas for improvement. These surveys provide valuable perspectives on the school climate, communication effectiveness, and perceived educational quality.

Academic Assessments

Various standardized tests and assessments are used to measure student academic progress. These include STAR Early Literacy, STAR Reading, STAR Math, STAR CBM Screening, and OSTP Reading & Math Assessments for grades 3-5.

Attendance Records

Student attendance data is carefully tracked and analyzed to identify patterns and potential issues affecting student engagement and academic performance. This information helps in developing strategies to improve attendance rates.

Professional Development Needs

The assessment also considers the professional development requirements of the teaching staff. This ensures that educators are equipped with the necessary skills and knowledge to meet evolving educational challenges.

Student Assessment Data

Choctaw Elementary School utilizes a comprehensive array of assessment tools to evaluate student performance across various academic areas. These assessments provide valuable data on student progress, allowing educators to identify areas of strength and opportunities for improvement.

Student assessment data includes:

1. STAR Early Literacy Assessment
2. STAR Reading Assessment
3. STAR Math Assessment
4. STAR CBM Screening
5. STAR CBM Progress Monitoring
6. OSTP, Reading & Math Assessments Grades 3-5
7. Formative assessments
8. Attendance Records

Additional Performance Measures

Beyond standardized assessments, Choctaw Elementary School employs a variety of methods to gauge student performance and progress. These additional measures provide a more nuanced understanding of each student's educational journey and help tailor instruction to individual needs.

Digital programs play a significant role in this process, offering adaptive learning experiences and generating detailed progress reports. These programs may include interactive reading platforms, math skill-building software, and educational games that track student engagement and mastery of concepts.

Classroom-based formative and summative assessments are also crucial components of the performance measurement system. These may include project-based assignments, oral presentations, writing portfolios, and subject-specific quizzes and tests designed by teachers to align with curriculum objectives.

Attendance Analysis

Attendance is a critical factor in student success, and Choctaw Elementary School closely monitors this aspect of school life. For the 2024-2025 school year, the school reported an average daily attendance rate of 92.4%, with an average daily membership of 370 students. This high attendance rate reflects the school's commitment to creating an engaging and supportive learning environment.

Regular attendance analysis allows the school to identify trends, such as specific days or periods with lower attendance, and to develop targeted strategies to improve attendance rates. These may include incentive programs, family outreach initiatives, and addressing barriers to attendance that some students may face.

Utilization for Improvement

Identify Root Causes

The comprehensive data collected is analyzed to determine the underlying reasons for academic struggles among students. This deep dive into the data helps pinpoint specific areas where interventions are needed.

Set Priorities

Based on the identified needs and root causes, the school establishes priorities for future action. These priorities guide the allocation of resources and the focus of improvement efforts.

Inform Budgeting

The insights gained from the needs assessment are used to make informed budgeting decisions. This ensures that financial resources are directed towards the most critical areas of need.

Enhance Instructional Planning

Teachers and administrators use the assessment data to refine and improve instructional strategies. This may involve adopting new teaching methods, implementing targeted interventions, or adjusting curriculum pacing.

Continuous Improvement Cycle

The Comprehensive Needs Assessment at Choctaw Elementary School is not a one-time event but part of a continuous improvement cycle. This ongoing process ensures that the school remains responsive to the evolving needs of its students and community.

Regular review and analysis of new data allow for the adjustment of strategies and goals as needed. This dynamic approach to school improvement fosters a culture of innovation and adaptability among staff and administrators. By consistently evaluating progress and refining methods, Choctaw Elementary School demonstrates its commitment to providing the best possible educational experience for all students.

Title I Survey Results and Action Plan

This document summarizes the results of Title I surveys conducted with parents, students, and teachers. It highlights key strengths and areas for improvement, along with action plans to address identified needs.

Parent Survey Strengths

- 100% understand their child's report cards and test scores.
- 100% of parents reported to feel they can easily communicate with their child's classroom teacher. The majority of parents reportedly prefer e-mail as a means of communication.
- 98% feel that the school encourages families to be involved with their child's education.
- 98% feel welcome at the school.
- 95% understand what learning standards are expected of their child by the end of the year.

Parent Survey Needs

- 39% are not aware that they can be involved in school planning or committees. The percentage has increased. Parents have made comments about not knowing about these opportunities.
- 19% are unaware of the special services that are available such as speech and counseling.
- 12% are not aware of volunteer opportunities. Down from 16%!

Addressing Parent Needs

- ➢ Providing Parent Academies for each grade level at the beginning of the school year.
- ➢ Provide more opportunities for stakeholders to be involved and to build partnerships.
- ➢ New Teacher-Formed & Led Committee: Partnerships at CE- Includes Teachers, Support Staff, Parents, Community
- ➢ Increase Volunteer Awareness & Opportunities: Meet-the-Teacher Night, Open House, Forms Shared in Various Ways, QR Codes. Title I teachers will continue to set up a volunteer sign-up table at "Meet the Teacher" night and try to recruit volunteers. This information will be shared with teachers and administrators.
- ➢ CE Monthly Newsletter for Families: Volunteer & Committee Info.
- ➢ Annual meetings held to inform parents about Title I programs and services.

➢ The PTO is offering incentives and online meeting options to increase parent involvement.

Student Survey Results

Strengths

- My family wants me to do well in school. (98%) = no change
- I feel safe in my classroom. (89%) = no change
- My teachers care about me. (85%) = -3%
- I understand that being at school every day is important. (80%) = -5%
- My homework and/or online virtual learning are important. (80%) = - 3%
- I feel like the school gives me the tools I need to learn (80%) - was not in

the top strengths last year.

Needs

- Students at my school are well-behaved. (36% agree) +11%
- Most students in my school try to talk to other students if they are having a problem with them. (42% agree) +4%
- My school is kept clean. (48% agree) -4%
- Students at my school help each other when needed. (53% agree) -2%
- Most students treat each other with respect. (59% agree) +4%

Addressing Student Needs

The school is focusing on conflict resolution strategies to address the greatest need identified in the student survey. The school counselor provides lessons on resolving conflicts throughout the year. Additionally, the PE teacher trains students, teachers, and playground monitors in productive conflict resolution techniques using a specialized program.

There is a concerted effort on behalf of all classroom teachers to encourage every student to recognize every effort and encourage others. Our school is a "Great Expectations Model School" and recites a school creed daily during morning announcements. In addition, we refer to a set of life principles that incorporate model citizen

expectations such as helping one another and encouraging each other. Our school will continue to implement using students as "conflict managers" to assist younger students while at recess. In addition, the school counselor, classroom teachers, and administrators will continue to work towards students improving their behavior and exploring ways to appropriately respond to conflict.

Teacher Survey Results

Strength	Agreement
Staff respects diversity	96%
Administrators respect teachers	83%
Teaching conflict resolution	79%
Parents feel welcome	91%
Retaining best staff	92%
Strong student relationships	87%

Teacher Survey Results

Needs	Agreement
Parents are actively involved with the school	25%
Parents respect their children's teachers	50%

Addressing Teacher Needs

- Increase opportunities for parent volunteering to improve involvement and strengthen relationships.
- Continuously evaluate and address teacher needs to maintain high-quality education.
- Implement Parent Academy for each grade level, to provide information to families at the start of each school year.
- "Dads at the Door" Recruitment
- "Adopt-a-Class" Program
- Guest Classroom Speakers: Parents and Community Members
- New Teacher-Formed & Led Committee: Partnerships at CE- Teachers, Support Staff, Parents, Community
- Community & Business Partnerships
- Increase Volunteer Awareness & Opportunities: Meet-the-Teacher, Open House, Forms Shared in Various Ways
- The guidance counselor will continue to use 4th and 5th grade students to be "Conflict Managers" during recesses. The counselor will increase the duration and content relating to conflict management and problem solving.
- Scholarships for Great Expectations will be allowed for teachers AND support staff. Great Expectations practices will continue schoolwide.

The Title I Committee strategizes the best ways to incorporate more community involvement based on the results of the needs assessment. Community strengths include the following:

- A local technology center provides materials and resources for classroom teachers through an after school STEM program.

- A local resource center provides school supplies to students and teachers, also Christmas food and donations.
- A regional food bank provides backpacks of food each Friday for economically disadvantaged students.
- A local elks lodge provides food baskets to families in need around Christmas .
- A church provides food to families in need around Thanksgiving.
- Parents have child care service available on campus through a local athletic and family center.
- A rotary club presents third grade students with their own personal dictionary annually.
- A rotary club provides free books to each Pre-Kindergarten student once every month.
- Our district offers grants to educators through an application process.

This document provides an overview of various educational support programs, including federal funding for tutoring, Title VI programs for Native American students, and after-school reading initiatives. It also covers parent engagement efforts, identification of English Language (EL) students, and assessment methods used to track student progress. The information highlights the school's commitment to inclusive education, parental involvement, and data-driven improvement strategies.

Federal Funding for Low-Income Student Tutoring

A federal program has been established to provide crucial funding for tutoring services aimed at students from low-income backgrounds. This initiative recognizes the importance of additional academic support for those who may face economic challenges that could impact their educational opportunities.

The program offers flexibility by funding both before-school and after-school tutoring sessions. This approach allows schools to tailor their support to best fit the needs and schedules of their students and families. By providing these extra learning opportunities, the program aims to level the playing field and ensure that all students, regardless of their economic background, have access to the resources they need to succeed academically.

Title VI Programs for Native American Students

Title VI programs play a vital role in supporting Native American students' educational journey. These programs are specifically designed to bridge the gap between Native American students and the resources they need to achieve their academic goals. By providing targeted support, Title VI initiatives aim to address the unique challenges that Native American students may face in the educational system.

One of the key components of Title VI programs is tutoring. This personalized academic assistance helps students strengthen their skills in various subjects, build confidence, and stay on track with their studies. Additionally, these programs often incorporate culturally relevant materials and approaches, ensuring that the

support provided is not only academically sound but also respectful and affirming of Native American heritage and traditions.

Cultural Relevance

Title VI programs incorporate Native American culture and traditions into the curriculum, fostering a sense of identity and belonging.

Academic Support

Tutoring services are tailored to address the specific needs of Native American students, helping them excel in their studies.

Resource Access

These programs connect students with a wide range of educational resources, including technology, learning materials, and mentorship opportunities.

Community Engagement

Title VI initiatives often involve the broader Native American community, creating a supportive network for students' educational journeys.

Parent Teacher Organization (PTO) and Community Engagement

The Parent Teacher Organization (PTO) plays a crucial role in fostering a strong connection between parents, teachers, and the school community. Recognizing the importance of parental involvement in education, the PTO actively seeks new members to expand its reach and impact. This proactive approach ensures that a diverse range of voices and perspectives are represented in school decision-making processes.

To enhance communication and accessibility, the PTO has established an updated social media presence. This digital platform serves as a hub for parents and community members to access important information about school events, initiatives, and opportunities for involvement. By leveraging social media, the PTO can disseminate updates in real-time, fostering a more engaged and informed school community.

Active Recruitment

The PTO actively seeks new members to ensure diverse representation and fresh ideas.

Social Media Presence

An updated social media page provides easy access to school information for parents and community members.

Community Building

The PTO fosters strong connections between parents, teachers, and the broader school community.

Media Center Resources and Parent Communication

The media center specialist plays a pivotal role in enhancing parent-school communication and promoting student literacy. One key initiative is the distribution of information about the Home Connect program, which allows parents to monitor their child's progress in the Accelerated Reader program. This transparency empowers parents to actively engage in their child's reading development and celebrate their achievements.

To further facilitate communication, parents have the option to sign up for email notifications. These alerts inform parents when their child completes an activity or assessment, ensuring they stay up-to-date with their child's academic progress in real-time. This system promotes ongoing dialogue between parents and educators, fostering a collaborative approach to student success.

Additionally, the media specialist offers an after-school reading program called Jacket Tales. This initiative provides students with extended opportunities to engage with literature, improve their reading skills, and develop a lifelong love of learning in a supportive environment.

Identification of English Language (EL) Students

The process of identifying English Language (EL) students begins at the point of registration. Parents play a crucial role in this identification by providing essential information on registration forms or Home Language Surveys. These documents are designed to gather key details about the student's linguistic background, including their race and the primary language spoken in the home.

This initial screening process is vital for ensuring that EL students receive appropriate support from the outset of their educational journey. By collecting this information early, schools can quickly identify students who may benefit from additional language support services. This proactive approach allows educators to tailor their instructional strategies and allocate resources effectively, setting the foundation for EL students' academic success and language development.

Registration

Parents complete registration forms or Home Language Surveys, providing essential information about their child's linguistic background.

Information Analysis

School staff review the provided information, focusing on the student's race and language spoken at home.

Initial Identification

Based on the collected data, students are initially identified as potential EL learners if a language other than English is primarily spoken at home.

Further Assessment

Identified students undergo additional language proficiency assessments to determine their level of English language support needs.

Student Progress Assessment: Renaissance STAR Screening

To ensure comprehensive monitoring of student progress, the school implements a schoolwide assessment strategy using the Renaissance STAR Screening Report. This rigorous evaluation process occurs at least three times throughout the academic year, providing educators with regular, data-driven insights into student performance and growth.

The Renaissance STAR Screening is a powerful tool that allows for detailed tracking of student achievement across various academic areas. By conducting these assessments multiple times per year, educators can identify trends, address challenges promptly, and celebrate improvements. This frequent monitoring enables teachers to make informed decisions about instructional strategies and resource allocation, ensuring that each student receives targeted support for optimal learning outcomes.

Reading Specialist Impact: Spring 2024 STAR Reading Results

The spring 2024 STAR Reading results provide compelling evidence of the positive impact of reading specialist interventions. Students who received direct support from a reading specialist demonstrated notable improvements in their reading skills compared to their performance at the beginning of the academic year. This progress underscores the effectiveness of targeted, specialist-led interventions in enhancing student literacy.

To quantify and analyze this growth, the school utilized percentile rank as a key metric. This approach allows for a standardized comparison of student performance relative to their peers, providing a clear picture of individual progress. The observed increase in percentile ranks indicates that students receiving specialist support not only improved their reading skills but also advanced their standing relative to grade-level expectations.

Specialist Intervention

Students received targeted support from dedicated reading specialists throughout the academic year.

STAR Reading Assessment

The Renaissance STAR Reading test was administered in spring 2024 to measure progress.

Percentile Rank Growth

Results showed an increase in percentile ranks, indicating significant improvement in reading skills relative to peers.

Our school employs a multifaceted approach to data analysis. We use various assessment types to guide instruction and improve student outcomes. This strategy aims to benefit all students, especially those at risk.

OSTP Testing Review

Teachers and administrators carefully examine past OSTP testing results. This analysis helps identify specific areas where students need improvement. It provides valuable insights into curriculum gaps and instructional needs.

Formative and Summative Assessments

Formative Assessments

These ongoing evaluations track students' knowledge and skill development. They provide real-time feedback to adjust teaching strategies.

Summative Assessments

These end-of-unit or course evaluations measure students' mastery of skills. They help gauge overall learning outcomes.

STAR Testing for Targeted Reading Skills

STAR testing is a crucial tool in our assessment arsenal. It helps identify specific reading skills that need attention. This targeted approach allows for personalized instruction.

Gathering and Reporting

Collect Data

Gather information from various assessments and sources.

Analyze Results

Examine data to identify trends, strengths, and areas for improvement.

Report Findings

Share insights with relevant stakeholders to inform decision-making.

Title I Schoolwide Plan Implementation

Our Title I Schoolwide Plan is a cornerstone of our improvement strategy. We implement it with fidelity to ensure consistent application. This plan guides our efforts to improve outcomes for all students.

Focus on At-Risk Students

Targeted Interventions

We develop specific strategies to support students identified as at-risk.

Progress Monitoring

Regular check-ins ensure interventions are effective and adjustments are made as needed.

Resource Allocation

We prioritize resources to provide additional support where it's most needed.

2024-2025	
# Enrolled	401
Attendance Rate	92.4%
Free/ Reduced Lunch	49.56%
Special Education	31%
Title I	Schoolwide: 100%
English Learner	6 students

Ethnicity	White	Black	American Indian	Hispanic	Asian/Pacific Islander	Other
Percentage enrolled	66%	3%	5%	10%	0%	15% 2 or more Race

OSTP English Language Arts (ELA)

Performance Year	Below Basic %	Grade 3	Grade 4	Grade 5
24-25		20%	23%	23%
23-24		7%	9%	12%
22-23		16%	18%	15%
21-22		14%	24%	15%

OSTP English Language Arts (ELA)

Performance Year	Basic%	Grade 3	Grade 4	Grade 5
24-25		29%	37%	38%
23-24		18%	23%	24%
22-23		30%	43%	50%
21-22		44%	45%	33%

OSTP English Language Arts (ELA)

Performance Year	Proficient %	Grade 3	Grade 4	Grade 5
24-25		42%	40%	28%
23-24		64%	51%	49%
22-23		51%	29%	31%
21-22		31%	29%	39%

OSTP English Language Arts (ELA)

Performance Year	Advanced %	Grade 3	Grade 4	Grade 5
24-25		9%	0%	10%
23-24		11%	17%	16%
22-23		3%	10%	4%
21-22		5%	0%	13%

OSTP Math

Performance Year	Below Basic %	Grade 3	Grade 4	Grade 5
24-25		5%	10%	21%
23-24		5%	6%	18%
22-23		14%	4%	12%
21-22		14%	11%	11%

OSTP Math				
Performance Year	Basic %	Grade 3	Grade 4	Grade 5
24-25		33%	48%	28%
23-24		30%	29%	35%
22-23		27%	31%	44%
21-22		30%	36%	41%

OSTP Math				
Performance Year	Proficient %	Grade 3	Grade 4	Grade 5
24-25		42%	25%	28%
23-24		39%	29%	33%
22-23		27%	41%	33%
21-22		35%	29%	43%

OSTP Math				
Performance Year	Advanced %	Grade 3	Grade 4	Grade 5
24-25		20%	17%	23%
23-24		25%	37%	14%
22-23		32%	24%	10%
21-22		21%	24%	6%

Choctaw Elementary - Total Student Population STAR Reading Scores District Benchmark			
School Year	Beginning of Year % of Students At or Above Benchmark	End of Year % of Students At or Above Benchmark	Increase
24-25	77% 2nd - 5th 79% Kindergarten	87% 2nd - 5th Kdg 88%	+10% +5%
23-24	70% (2-5th on district benchmark) 70% (K-1 Early Lit. district benchmark)	82% (2-5th on district benchmark) 83% (K-1 Early Lit. district benchmark)	+12% (2-5th on district benchmark) +13% (K-1 Early Lit. district benchmark)
22-23	73%	81%	+8%
21-22	67%	79	+13%

Choctaw Elementary - English Learners STAR Reading Scores			
School Year	Beginning of Year % of Students At or Above Benchmark	End of Year % of Students At or Above Benchmark	Increase
24-25	60%	60%	0%
23-24	60%	75%	+15%
22-23	62%	69%	+7%
21-22	37%	71%	+34%

3. Schoolwide Plan Strategies
☐ By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will – • provide opportunities for all children, including each of the subgroups of students (as defined in ESEA Section 1111(c)(2)) to meet the challenging state academic standards; • use methods and instructional strategies (consider evidence-based strategies as defined in ESEA Section 8101(21)) that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; • address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; ESEA Section 1114(b)(7)(A)(iii) • provide professional development (as defined in ESEA Section 8101(42)) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. Additional factors to consider when selecting strategies to be included in the schoolwide program - • preschool programs ESEA Section 1114(c) • delivery of services by nonprofit or for-profit external providers ESEA Section 1114(d) • dual or concurrent enrollment programs ESEA Section 1114(e)
Expectations
1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs. 2. The school provides multiple opportunities and evidence-based interventions for students in need and address the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning. 3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs. 4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services. 5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports. 6. The school offers a range of extended learning opportunities within and beyond the school day and the school year. 7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. 8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

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

Choctaw Elementary, a Title I Schoolwide program, has implemented comprehensive strategies to support struggling students. The school utilizes a multi-tiered system of support, including RTI and PLC meetings, to identify and assist students in need of academic intervention.

Access to Title I Resources

All site educators can access Title I materials for classroom use. Resources are stored in a designated area of the Title I classroom. Teachers learn about available materials during RTI meetings with Title I reading specialists. Title I materials are stored in a designated area of the Title I classroom for easy teacher access. A system is in place for teachers to check out and use Title I materials in their classrooms.

Professional Learning Communities (PLCs)

PLC members meet bimonthly to identify students needing remediation. They use pretest data to target specific skills. Posttests are administered to ensure skill acquisition.Teachers analyze data and plan targeted interventions. Students receive focused instruction on identified skills. Students take posttests to verify skill acquisition.

Response to Intervention (RTI) Process

RTI identifies struggling students and places them on tiers according to their needs. Teachers monitor progress weekly through pre and post tests using the STAR CBM. Monthly RTI meetings include principals, classroom teachers, and Title I teachers. Teachers meet with the RTI team, including Title I specialists, to discuss best possible intervention options to help students scoring below benchmark. Students are ranked based on multiple measures, including standardized tests and teacher referrals. Title I teachers collaborate with classroom teachers to determine appropriate placements. They regularly discuss how to support classroom curriculum and state standards. Students are evaluated using multiple measures. Students are ranked according to their needs. Title I and classroom teachers determine placements. Ongoing collaboration ensures curriculum alignment. The school uses various evidence-based interventions, including RTI assessments and certified intervention programs. Students in the Title I program receive small group instruction using evidence-based curriculum. An online reading program is tailored to individual student needs. RTI assessments and running records track student progress. Title I students receive instruction in small groups. A tailored online reading program supports individual needs.

All students receive 90 minutes of daily literacy instruction. Additional interventions are provided for students below the 40th percentile. The tiered support system is structured as follows:

- Tier I lasts for 4-6 weeks. Intervention is provided as needed to supplement the 90 min. reading block
- Tier II lasts for 4-6 weeks. Intervention is provided a minimum of 4x a week for 30 minutes
- Tier III lasts for 4-6 weeks. Intervention is provided a minimum of 4x a week for 45 minutes

Additional Enrichment Strategies

Teachers use various resources to enrich the curriculum. These include online teaching, coding instruction, and manipulatives. The school offers after-school reading programs, an after-school STEM Club, and digital resources for home use. Vocabulary is emphasized through classroom interactive word walls, and also displayed throughout the building.

Student Mental Health and Support Services

This document provides an overview of the comprehensive mental health services available to students and their families at CE. These programs are designed to support the social-emotional well-being of all students.

School-Based Mental Health Program

A mental health program is offered to students, accessible through referrals from teachers, parents, or the school counselor.

The school counselor does small group intervention, in addition to whole class instruction.

- Parent permission is required for student participation in the program.
- Intervention groups are tailored to meet student needs.
- Referrals to local mental health agencies are on a case by case basis.

Mental Health Protocols are in place for students who are exhibiting self-harming behaviors or comments. Protocols are also in place in conjunction with Oklahoma State Statute to protect students who have confided that they have experienced abuse in their home lives.

Early interventions are provided to developmentally delayed preschool students.

Family Mental Health Resources

A new partnership provides valuable mental health resources to families.

These resources include a free website with over 50 e-courses led by licensed therapists, one-hour webinars held throughout the school year, and individual coaching for parents needing additional support.

Youth and Family Center Support

Additional counseling services are available through a local youth and family center, providing comprehensive support to students and their families.

Transition Support for Students

Transition information is provided to parents and students navigating key transitions within their educational journey.

These transitions include the move from Pre-K to kindergarten and the transition from 5th grade to middle school.

Behavioral Support and Intervention

CE utilizes a variety of resources to support students facing behavioral challenges.

These resources include individual and group counseling, classroom interventions, and parent workshops.

Community Resources and Referrals

For students experiencing difficulties beyond the scope of school-based resources, referrals are provided to external community services.

This ensures access to a wide range of support options, tailored to individual needs.

Mental Health Resources

Therapy

Individual and group therapy sessions with licensed professionals.

Counseling

Guidance and support for students facing academic, social, or emotional challenges.

Parent Workshops

Educational sessions on topics like parenting strategies, child development, and mental health awareness.

Community Partnerships

Collaborations with local organizations and agencies to expand support services and resources.

Specific Services to support behavior and mental health include:

- Positive Behavior Interventions Supports
- District Behavioral Interventionist
- Behavior Intervention Plans
- Classroom teachers, administrators, special education teachers and the school counselor collaborate in RTI meetings to help identify which students are in need of a behavior intervention plan.
- Behavior intervention plans have clear processes on how to de-escalate behavior. Processes also include identifying antecedents to behavior to avoid escalation.
- School counselor does small group intervention, in addition to whole class instruction
- Counselor refers to outside services as needed
- Early interventions are provided to developmentally delayed preschool students
- Local counseling agencies and family centers are utilized as a resource, specifically for children with behavior issues, including social and emotional difficulties

Extended Learning Opportunities

Choctaw Elementary offers extended learning opportunities and effective teacher recruitment strategies.

Tutoring Programs

Native American Education, English Learner, and Tier II RTI support.

Technology Integration

Computer programs enhance reading and math skills.

Parent Engagement

Title I meetings provide resources for home academic support.

Community Partnerships

Library events and educational field trips enrich learning.

Professional Development Initiatives

District-led Workshop

Motivational speaker and 42 breakout sessions offered.

Mandatory Training

Topics: bullying, child abuse, dyslexia, safety, trauma, FERPA, and more

Needs-based Sessions

Tailored PD opportunities based on teacher assessments.

Documentation

Participation in all PD activities recorded.

Teacher Recruitment Strategies

Annual Job Fair

Highly qualified teachers recruited through district events.

University Outreach

Principals attend university job fairs to meet prospects.

Academic Performance

Strong OSTP scores attract top teaching talent.

Referral Incentives

Monetary rewards for teachers referring new hires.

Teacher Retention Efforts

- Lower turnover rate compared to average

- Ongoing professional development opportunities
- Consistent step raises provided by district
- Innovative retention strategies constantly explored

Impact of Professional Development

PD enhances teachers' skill sets, fostering growth and excellence. PD focuses on inspiring academic excellence through modeled desires and attitudes. Choctaw Elementary's dedication to extended learning and teacher quality drives success. CE attracts and keeps top talent for sustained excellence.

Diverse Learning Opportunities

In-school and after-school programs enrich student experiences.

Continuous Teacher Growth

Comprehensive PD ensures up-to-date, effective instruction.

4. Coordination and Integration

Select only one box.

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

OR

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

Expectations

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

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

- The Title I Schoolwide plan is developed through the coordination and integration of the following:
  - All resources purchased with Title I money are available to every student and teacher
  - Tutoring is provided for Native American students after school.
  - Native American Education and English Learner (EL) Tutoring

- The annual budget for CE is designated by the Title I District Coordinator with the coordination of site principals and Title I teachers. Decisions on purchases are based on reading and math goals as identified in the Comprehensive Needs Assessment. All sources of funding designated for the Title I program are carefully monitored. A budget of materials is maintained and reviewed annually. Choctaw Elementary has a comprehensive Title I program to meet the needs of all students.

- Title I funds are used to keep technology up to date in the classrooms. Laptops, docking stations, document cameras, digital technology displays and backpacks are provided to teachers. Student computers are provided for use in the classroom for every student in K - 5th grades. All materials purchased with Title I money are able to be used with every child and educator schoolwide. Test preparation materials are available for 3rd - 5th grade students. Amplification systems are also available for classroom use.

- Additional funds are available to supplement the Title I program through the following sources:
    - School staff coordinates with parent/teacher organization (PTO) to utilize PTO funds to meet classroom needs
    - Media Specialist budget is used to purchase professional development materials and other reading resources for parents, teachers, and students schoolwide
    - Community members contribute to multiple classrooms by providing various students with a book a month through book provider services.
    - The principal completes an annual needs assessment with the input of teachers to determine the reading and math needs of students and to provide materials that supplement curriculum as needed.
    - Staff and PTO communicate the best use of PTO funds to meet students' needs, separate from the Title I budget.
    - The Media Specialist ensures that grants are related to classroom literacy needs.

- *Title II*: Provides funding for curriculum instructional 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 is provided for 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

5. Evaluation and Plan Revision
☑ By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. ESEA Section 1114(b)(3)
Expectations
1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation. 2. The monitoring and revising of the Title I schoolwide plan includes regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning. 3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.
Addressing the above expectations, describe in the box below how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement to determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the state's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
• Choctaw Elementary continually strives to follow local, state and federal guidelines of the Title I program. A concerted effort is made to include the committee members (i.e. parents, teachers, students, administrators, and community members.) when decisions are made regarding the Title I program. A comprehensive needs assessment has been completed and then collectively reviewed using multiple data points. This ensures that every student has an equal opportunity for educational success through a cycle of continuous improvement. The strategies that educators utilize are directly linked to the needs assessment conducted at Choctaw Elementary School. This provides multiple opportunities for evidence-based interventions for all students, particularly those at-risk academically. • An Annual Title I meeting is conducted with committee members in order to analyze data from multiple resources. This data is used to build the Title I Plan. Revisions are made to the Title I Schoolwide Plan as needed. The Title I plan will be evaluated twice each year to improve the program. All Title I committee members are encouraged to call for an additional committee meeting if a need should arise at any time within the school year. The process for inclusion of multiple stakeholders is in depth. This allows for growth and improvement to the Title I program. • Teachers meet monthly in Professional Learning Communities (PLCs). Pre-tests are given to divide students into groups according to their abilities on specific skills. Teachers divide the students into groups according to their abilities and re-teach. A post-test is given to ensure growth. Data is compiled from multiple sources and aggregated in order to see student progress compared to the previous year.

- Data gathered from monthly PLC and RTI meetings will be used to monitor and revise the Title I Schoolwide plan as necessary in order to increase student learning. Stakeholders are involved in this process.Classroom teachers, reading specialists, the school counselor, the special education teacher, as well as administrators comprise the RTI team. Instruction is adjusted appropriately based on student progress. Data is gathered from summative and formative assessments and communicated during PLC, RTI, and staff meetings.

- Teachers will often administer the Star Reading, Star Math, Star CBM or Star Early tests to monitor students' progress and academic growth. Schoolwide Star reading tests are given 3x a year to monitor student achievement and growth.

- A Title I meeting will be conducted at the beginning of the year after state testing results and at the end of the school year to adjust instructional practices as indicated by the data with the assistance of the Title I committee.