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 24, 2025

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

District Information	
District Name:	Choctaw-Nicoma Park Schools
District Number:	I004
County Name:	Oklahoma County
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:	Nicoma Park Elementary
School Site Code:	115
Principal Name:	Miranda Pherigo
Email Address:	mpherigo@cnpschools.org
*School Poverty Rate:	48%

*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.

Elementary and Secondary Education Act (ESEA)
Schoolwide Program Plan

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.

1. Family and Community Stakeholder Involvement

Parents are encouraged to serve as active partners in their child's education, and the school provides numerous opportunities for meaningful involvement. These include Friday Friends assemblies, PTO meetings, volunteer opportunities, music programs, Grandparents' Day, Pastries with Parents, Super Kids Day, and a variety of other special events held throughout the year.

To commence the school year, the school hosts its annual Meet the Teacher Night. This event allows families to visit their child's classroom, engage in direct conversation with the teacher, and address any questions regarding the year ahead. Shortly thereafter, the school conducts its annual Open House Night. During this event, teachers present grade-level expectations, daily routines, classroom rules and procedures, strategies for supporting student achievement, and information related to school services such as lunch options.

1. Parent and Community Stakeholder Involvement

2. Parent and Community Input

Parents and community stakeholders play an integral role as decision-makers in the development and monitoring of the Title I Schoolwide Plan. An annual Title I Parent Meeting is held at the beginning of the school year and is offered at multiple times to accommodate family schedules. Parents are informed of the meeting through notes sent in student folders, School Messenger notifications, the school marquee, school calendars, and the school website.

The Title I Committee—composed of the principal, assistant principal, two reading specialists, a special education teacher, three general education teachers, a media specialist, and parent representatives—reviews the Title I Plan annually and makes adjustments as needed. The committee also meets throughout the year to ensure consistent communication with Nicoma Park Elementary stakeholders.

To measure the effectiveness of programs and family engagement, surveys are distributed during schoolwide events to collect feedback and participation data. Families are kept informed about school events and volunteer opportunities through a variety of communication channels, including class newsletters, school newsletters, emails, flyers, posters, the school marquee, and phone calls.

Additionally, Nicoma Park Elementary has hosted a Curriculum Night for several years, providing parents with practical training to support their children in becoming successful readers. This event also offers parents the opportunity to ask questions and observe reading strategies demonstrated in real time.

3. School Vision and Mission

The school's vision and mission for student success are collaboratively developed, reflecting the shared beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students. The planning team partners with school staff to discuss, design, and refine the vision for continuous improvement. Student success indicators and goals are clearly defined, and the Schoolwide Plan is aligned with Nicoma Park Elementary's vision and measurable objectives.

Mission Statement
Fostering a love for learning while preparing students for success.

School Creed
We're Nicoma Park Jackets and we're here to say
That we live and learn the Nicoma Park Way!
We do our best in school and play,
We do the right thing each and every day!

Elementary and Secondary Education Act (ESEA)
Schoolwide Program Plan

1. Parent and Community Stakeholder Involvement

4. Communication of Plan

The Title I Schoolwide Plan, along with all communication related to its development, evaluation, and revision, is provided in languages and formats that are accessible to all families and community stakeholders. The Title I Schoolwide Plan is posted on both the school and district websites and can be viewed in multiple languages, including Spanish and Chinese, through Google Translate.

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.

1. Variety of Data

At Nicoma Park Elementary, a variety of data sources are used to guide instruction and support student growth. These include performance and non-performance student data, process data about the school's systems, and perception data gathered from teachers, parents, and other stakeholders. By analyzing this information, we are able to make informed decisions about instructional practices and student support.

To strengthen early literacy, all students receive phonological awareness instruction through Heggerty. For phonics, we implement Wilson's Fundations, while McGraw Hill Wonders is used in grades K–2 to support

2. Comprehensive Needs Assessment

reading comprehension, vocabulary, fluency, and writing. In Pre-Kindergarten, students build foundational literacy and math skills through Frog Street, while grades K–2 use Big Ideas for math instruction.

In addition to academic measures, non-academic data are also carefully considered. Attendance records, teacher and parent input, discipline referrals, and classroom walkthrough observations all provide valuable insight into student needs and overall school effectiveness. Together, these data sources help ensure that instruction and support are responsive, intentional, and aligned with student success.

2. Data Analysis

At Nicoma Park Elementary, a variety of student achievement data sources are utilized to guide instruction and monitor progress. These include STAR Early Literacy, STAR Reading, and STAR Math, as well as district benchmark assessments, report card data, LEXIA, STAR CBM, LETRS diagnostics, and teacher-created PLC assessments.

Perception data are gathered from Title I Teacher and Parent Surveys, PLC meetings, focus group meetings, grade-level planning times, and vertical team meetings. In addition, demographic data are analyzed, including student attendance, ethnicity, free/reduced lunch status, special education identification, and truancy rates.

Nicoma Park Elementary's Comprehensive Needs Assessment incorporates a thorough analysis of both performance and non-performance data for each student subgroup: economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners.

As of September 2025, the most recent data for Nicoma Park Elementary include:

Grades PreK-2nd grade, Enrollment - 466

- 53.8% Caucasian
- 14.5% Hispanic
- 15% Multi
- 11.1% African American
- 4.07% American Indian,
- 0.85% Asian

Student Body Data

- Attendance Rate - 94.7%,
- Free/Reduced - 48%,
- Special Education - 17.5%,

2. Comprehensive Needs Assessment

- English Learners - 3%
- Title I Students served - 16% (73 students).

Fall 2025 STAR Reading and Math Benchmark Data is as follows:

At/Above Benchmark

- Kindergarten Reading- 78%
- Kindergarten Math - 70%
- 1st Grade Reading- 69%
- 1st Grade Math- 55%
- 2nd Grade Reading- 45%
- 2nd Grade Math- 51%

3. Examines Student and Stakeholder Needs

Student, teacher, school, and community strengths and needs are carefully examined during PLCs, leadership meetings, and Title I meetings, and all school-based decisions are guided by this collaborative review process. As a Great Expectations Model School, Nicoma Park Elementary is committed to fostering an optimal learning environment for all students.

Data analysis is ongoing and purposeful. Student walkthrough data are reviewed weekly during PLCs, while teacher walkthrough data are analyzed in leadership meetings. School and parent climate data are evaluated each quarter to ensure continuous improvement. All data are stored digitally and made accessible to staff, ensuring that instruction remains data-driven and responsive to student needs.

In addition to internal systems of support, Nicoma Park Elementary is strengthened by a wide range of community partnerships. Eastern Oklahoma County Vo-Tech provides STEM classes for second graders, while the Eastern Oklahoma County Resource Board supports families through a community food pantry and holiday assistance. Tri-City Youth and Family Center offers counseling services to students in need, and the Cook Center supplies parenting resources and videos to families. The Nicoma Park Fire Department also partners with the school to deliver fire safety education. Together, these partnerships reflect the school's strong community connections and its commitment to supporting students and families academically, socially, and emotionally.

2. Comprehensive Needs Assessment

4. Identified Priorities

School administrators, steering committee members, Title I committee members, families, and community stakeholders convene regularly to assess and prioritize needs within Nicoma Park Elementary. Currently, the primary area of concern identified by the committee is second-grade reading, specifically in comprehension, vocabulary, and fluency. To address low STAR Reading scores, all grade levels implement the Fundations curriculum to strengthen phonics, decoding, encoding, and vocabulary skills. Additionally, the Wonders curriculum is used across all grade levels to address deficiencies in vocabulary, comprehension, and fluency.

To support these instructional efforts, one-hour monthly professional development sessions are provided to directly impact reading instruction in grades Pre-K through 2. Walkthrough and assessment data collected so far indicate a need for training in Action-Based Learning strategies, to incorporate brain research across all content areas; Read Aloud with Accountable Talk, to explicitly teach reading comprehension strategies; and Kagan Cooperative Learning Structures, to increase student engagement and time on task.

Professional Learning Communities (PLCs) meet weekly to plan and strategize intervention techniques for students who require additional support or are missing specific skills. These students are closely monitored through the Response to Intervention (RTI) process, which allows staff to track progress and identify additional areas where targeted support may be needed.

5. Plan for Continuous Improvement

Nicoma Park Elementary identifies students at risk for academic failure through a combination of teacher observations, STAR assessment data, and other classroom screening tools. STAR Reading and STAR Math assessments are administered in August, December, and April, with additional monthly assessments available as determined necessary by the teacher. Students who score below benchmark are further evaluated to determine the level of reading intervention required.

Students identified as at-risk are placed in the Response to Intervention (RTI) process, where targeted interventions are developed and implemented to address specific learning gaps. Additional academic support is provided through classroom interventions, the Title I Reading Lab, and EL tutoring. Currently, 73 students receive direct services from reading specialists.

To continuously strengthen academic programs, Nicoma Park Elementary engages in weekly Professional Learning Community (PLC) discussions, quarterly vertical team meetings, district-wide curriculum planning sessions, and ongoing feedback from teachers and staff. These collaborative efforts ensure that instruction is responsive, data-driven, and aligned with student needs.

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.

3. Schoolwide Plan Strategies

1. Curricular Materials

Nicoma Park Elementary provides a detailed, enriched, and accelerated tier 1 curriculum for all students, including each of the subgroups, according to their needs. Many scientifically based strategies are implemented in our classrooms. Our teachers utilize whole class, small group, individual instruction, and Whole Brain teaching methods. Teachers also use the Daily 5 format for literacy stations and guided reading groups. They also use explicit, systematic, and cumulative instruction in phonics, phonemic awareness, fluency, vocabulary, and comprehension through the Wonders and Fundations curriculums in K-2, Frog Street in PK, and Heggerty Phonological Awareness. All of these programs allow teachers to tailor whole and small group instruction to meet student needs.

2. Evidence-Based Interventions

Nicoma Park Elementary provides multiple opportunities for evidence-based interventions for students in need, as well as targeted activities designed to address the outcomes of the Comprehensive Needs Assessment and support significant improvements in student learning. Teachers monitor student progress using STAR assessments or teacher-created assessments, adjusting instruction based on individual growth.

Grade-level Professional Learning Community (PLC**)** teams regularly analyze data and evaluate the effectiveness of instructional strategies. Data is reported quarterly to the administration, and vertical team meetings ensure alignment of the curriculum across grade levels. Students requiring additional support receive targeted lessons grounded in the Science of Reading, utilizing resources from the Florida Center for Reading Research or West Virginia Phonics through the Early Learning Technical Assistance Center (ELTAC) at Marshall University.

3. Specialized Support Services

Nicoma Park Elementary provides timely, effective, and additional support for students who experience difficulty mastering the State's standards. Interventions include counseling, school-based mental health programs, specialized instructional support services, mentoring, and assistance for preschool children transitioning to elementary school. Weekly guidance classes and individual counseling are offered to support students' social-emotional needs. Staff members have attended the Trauma Summit, and all classroom teachers have received Great Expectations training to better meet the needs of every student.

Specialized instructional support services include Tri-City counseling, Great Expectations mentor coaching, special education services, speech and occupational therapy, and reading specialists. Mentoring opportunities include reading buddies and teacher buddy programs, where a teacher reads with, eats lunch with, and spends additional time with a student in need. Nicoma Park Elementary also collaborates with state universities by welcoming student teachers for observations and classroom support, many of whom later return to interview for available positions.

Critical transition points at Nicoma Park Elementary occur between Pre-K and Kindergarten and between 2nd and 3rd grade, as 2nd graders advance to a different building for grades 3–5. To support smooth transitions, Pre-K students tour kindergarten classrooms, and parent meetings are held to explain expectations. In the spring, 2nd-grade students tour their new building, meet the principals and teachers, ask questions of older students, and participate in parent orientation meetings. Counselors are actively involved in planning and facilitating these activities, providing guidance and coping strategies as needed.

3. Schoolwide Plan Strategies

All teachers collaborate to ensure students have the resources and support necessary to feel comfortable. Both school sites offer multiple sessions for parent orientations, covering school expectations and routines. Faculty meet in vertical teams twice yearly to discuss standards, curriculum alignment, and strategies to ease transitions between grades. New students are placed in classrooms with the fewest children, given a tour, provided a Thursday Folder containing school policies and procedures, and introduced to their new classmates.

4. School Behavior Problems

Nicoma Park Elementary employs clear criteria and structured processes for student participation in a tiered model designed to prevent and address behavioral challenges and provide early intervention services. Students have access to a school counselor and external resources, including Tri-City counseling, to support their social-emotional development.

Teachers systematically document and analyze behavioral data to determine each student's specific needs. Tier 1 students have access to a calm-down space in every classroom, Tier 2 students meet regularly with the school counselor and/or are paired with an in-school mentor, and Tier 3 students receive individualized behavior plans to support positive classroom conduct.

Professional Learning Community (PLC) teams meet weekly to monitor behavioral progress, evaluate intervention effectiveness, and make data-driven adjustments to promote improved student growth.

5. Level and Length of Student Supports

Nicoma Park Elementary employs clear criteria and structured processes to determine the level and duration of student participation in tiered supports. Teachers continuously monitor student needs and coordinate appropriate services to address both academic and behavioral challenges. When a student is struggling, teachers convene with the RTI team, document interventions, and track progress over time.

Classrooms utilize flexible grouping for guided reading and math lessons, along with differentiated instruction to meet the needs of all learners. Teachers receive professional development through Great Expectations workshops, Dyslexia training, and ongoing collaboration in PLCs and grade-level teams, where they share successful intervention strategies. Faculty meetings include monthly opportunities to exchange effective classroom techniques.

Additional academic support is provided through multiple methods. Reading specialists work with small groups of students for 30 minutes each day, delivering systematic, sequential, and explicit instruction. Students are selected for this program based on STAR assessment data and teacher referral, while students with special needs receive targeted interventions according to their IEPs.

Student progress is monitored weekly to ensure growth, and work samples are collected for each student to track progress through student portfolios. Teachers also meet in focus groups to analyze data and evaluate the effectiveness of instructional strategies, ensuring that interventions remain responsive and evidence-based.

3. Schoolwide Plan Strategies

6. Extended Learning Opportunities

Nicoma Park Elementary offers a variety of extended learning opportunities both during and beyond the regular school day and school year. After-school tutoring is provided for struggling Native American students, and a summer school program is available for general education, Title I, Native American, and Special Education students. These programs are widely promoted through newsletters, Thursday Folders, the school website, and during spring parent-teacher conferences. To increase accessibility, transportation is sometimes provided, and multiple sessions are offered to accommodate parent schedules.

During after-school and summer programs, tutors receive detailed information from students' regular classroom teachers, including reading and math scores and performance levels in Wonders and Fundations. Students also complete pre- and post-assessments to evaluate instructional effectiveness and provide feedback to their classroom teachers.

Students and families have additional learning resources at home, including LEXIA, Age of Learning computer programs, and FROG Family Fun Packs, which extend academic engagement throughout the summer. To strengthen the core academic program, summer school instruction uses the same curriculum students experience during the regular school year, ensuring continuity and alignment with classroom learning.

7. Academic Professional Development

Nicoma Park Elementary provides ongoing professional development and other learning opportunities for teachers, paraprofessionals, and school personnel to improve instruction and the use of data from academic assessments. Staff participate in monthly one-hour professional development sessions tailored to address current school needs. During the previous school year, training focused on Action-Based Learning, Read Aloud with Accountable Talk, and Kagan Engagement Strategies.

Staff have also engaged in professional development in LETRS, Professional Learning Communities (PLC), ELA Standards Review, Great Expectations, Dyslexia Microcredential, Inspire OK, Fundations, Wilson Reading, and additional district-provided dyslexia training for all certified teachers in grades PK–12.

Several staff members attended conferences and workshops to further enhance instructional expertise, including HEROES (OSDE), SRA Coordinators' Course (OSDE), Oklahoma Reading Association, Oklahoma Reading Summit, Decoding Dyslexia, Red Rover Readers, Trauma Summit, and Oklahoma Education Research Board (OERB). These professional development opportunities ensure that educators at Nicoma Park Elementary are equipped with research-based strategies and the knowledge needed to meet the diverse needs of all students.

8. Teacher Recruitment and Retention

Given the current shortage of certified teachers, Nicoma Park Elementary implements clear and diverse strategies to recruit and retain effective educators, particularly in high-need subject areas. While the district does not offer incentives for advanced degrees or National Board Certification beyond state-issued stipends and step pay increases, it

3. Schoolwide Plan Strategies

has launched the Oklahoma Teacher Empowerment Program. This program provides stipends ranging from $3,000 to $10,000 for 10% of the district's certified classroom teachers based on certificate designation.

Parents are informed of their right to request information regarding the qualifications of teachers and paraprofessionals. A template has been developed to notify families when a non-highly qualified teacher instructs students for more than four weeks. Teacher qualifications, including degrees earned and years of experience, are tracked and maintained in the school office.

Nicoma Park Elementary employs 31 certified teachers, 3 adjunct teachers, 3 emergency-certified teachers, 2 speech-language pathologists, 2 teacher assistants, 5 teacher aides, and 10 paraprofessionals, all of whom are highly qualified. The years of experience among certified staff are as follows: 8 teachers with 0–3 years, 12 with 4–10 years, 6 with 11–15 years, 5 with 16–20 years, and 7 with 21 or more years. Regarding educational attainment, 3 hold an Associate's degree, 20 a Bachelor's degree, 3 a Bachelor's + 15 hours, 11 a Master's degree, and 1 a Master's + 15 hours.

Teacher climate surveys are conducted quarterly to monitor job satisfaction throughout the building. When a vacancy arises, positions are posted on the Choctaw-Nicoma Park Frontline hiring portal, as well as advertised via social media and word of mouth. Teacher and paraprofessional candidates are interviewed by a team including principals and teachers to ensure they not only meet job requirements but also align with the school's culture and team dynamics.

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.

4. Coordination and Integration

1. Leveraged Resources

Site principals meet monthly with central office administration, including the Title I Director, Special Services Director, Chief Financial Officer, and Superintendent, to review the effectiveness of programs, staffing, and professional development needs. The Title I Director also meets formally with the Special Education Director on a monthly basis and maintains ongoing informal communication.

The Special Education Director serves additionally as the district Homeless Liaison and identifies and supports English Learner (EL) students. In collaboration, the Title I Director and Special Education Director coordinate resources to minimize duplication and fragmentation of services. The Title I Director also meets monthly with the district Title VII Director to align services such as after-school tutoring, summer school, and instructional materials, ensuring consistency and cohesion across programs.

The overarching goal is to ensure that all services and materials provided by various programs complement and supplement the general education curriculum and support one another effectively. Before investing in new instructional materials or services, the Title I Director consults with the Curriculum Director, Special Education Director, and, when appropriate, the Indian Education Director to ensure alignment with state standards and student needs.

2. Funding Streams

Title I funds are used to support at-risk readers, enhance instructional practices, provide research-based reading materials, and increase parent involvement. Additionally, PTO funds support data analysis by purchasing televisions for all meeting areas, enabling teachers to collaborate effectively across various student learning platforms. PTO funds also provide grade-level allocations to assist classroom teachers in purchasing specific learning tools tailored to the needs of their students.

3. Intents and Purposes

Title I funds are designated to support the salaries of our Title I Reading teachers. For the 2025-2026 school year, Nicoma Park Elementary employs two Title I Reading teachers who provide targeted intervention to our most at-risk students through a systematic and explicit reading program. The remaining portion of the Title I funds is allocated to acquiring Fundations phonics materials for all students and increasing parental involvement through reading and math curriculum nights.

4. Title I and Other Federal Funds

Title I funds are allocated to supply the educators and resources essential for supporting our most at-risk students. In addition, we enhance the effectiveness of our classroom teachers by providing research-based instructional materials that facilitate the development and acquisition of reading and math skills. Title VI funds are similarly dedicated to addressing student learning gaps by offering supplementary instructional support through before- and after-school tutoring programs for eligible students.

5. Evaluation and Plan Revision

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

Expectations

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

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

1. Monitoring of Plan

At Nicoma Park Elementary, administrators and teachers participate in quarterly vertical team meetings for each subject area to thoroughly review the Oklahoma Academic State Standards and identify effective practices and strategies to achieve both short-term and long-term learning goals. Grade-level teachers, administrators, and special education professionals also meet weekly in Professional Learning Communities (PLCs) to analyze student data, assess current needs, and share instructional strategies.

The Title I team evaluates student progress using data from STAR assessments, LETRS assessments, CBM data, common formative assessments, and input from parents and teachers. This data-driven analysis informs adjustments to the Title I Schoolwide Plan, ensuring it continues to meet the identified needs of students effectively.

2. Data-Based Revisions

The Title I Schoolwide Plan will be reviewed and adjusted as needed throughout the school year. Student progress will be evaluated using data from STAR Reading and STAR Math assessments, LETRS assessments, and common formative assessments. In addition, classroom walkthrough observations, attendance records, and discipline data will be analyzed to identify the most effective interventions for supporting students. The committee will make data-driven adjustments to optimize the impact of instructional strategies and ensure the best possible outcomes for all students.

3. Summative Assessments

Each quarter, Nicoma Park Elementary administrators, teachers, parents, and community stakeholders convene to review and refine the Schoolwide Plan, with the goal of promoting continuous academic growth. Professional Learning Community (PLC) teams meet weekly to analyze student progress, identify trends within content areas, and guide the implementation of targeted practices and interventions tailored to meet individual student needs.

Data from STAR Reading and Math assessments, STAR CBM measures, and other common formative and diagnostic assessments are regularly shared with parents to keep them informed of their children's progress. Students identified as at-risk are placed on a Student Literacy Intervention Plan (SLIP) and receive interventions specifically designed to address their needs.

Through PowerSchool, parents can monitor their child's academic performance and attendance in real time. Teachers also provide supplemental practice resources and academic support through the school website, while students have access to online learning platforms usable both at school and at home. Nicoma Park Elementary is committed to providing the highest-quality education and actively collaborates with parents and community stakeholders to ensure students receive comprehensive support.