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 22, 2025

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

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

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

School Information	
School Name:	Nicoma Park Intermediate School
School Site Code:	120
Principal Name:	Misti Tye
Email Address:	mtye@cnpschools.org
*School Poverty Rate:	47%

*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.

1. NPI provides various family/community involvement opportunities such as Open House, Family Literacy Events (ie. Vocabulary Parade, County Fair at the NPI Corral, etc.), Parent Academy, NPI Award Assemblies, and Jacket Jam weekly student recognition assemblies. Parents are notified of involvement opportunities through monthly calendars, newsletters, the school website, and BrightArrow text messages and emails.

We utilize online surveys and event evaluations to gain feedback from parents. Parents receive training during Parent Academy at the beginning of the school year where they are given resources and suggestions on how they may assist their child(ren) academically. Teachers communicate with parents primarily via phone calls and emails, but other interactions are utilized including online and paper classroom and school newsletters, Apptegy, student agendas, school website, and BrightArrow. The frequency of such

communication varies by teacher, but each teacher is encouraged to communicate with parents on a regular basis so that the lines of communication will remain open and effective.

Some teachers document communication with a call log book, copies of emails or notes, and individual weekly correspondence folders. NPI utilizes PowerSchool, which provides parents an online portal by which they may check their children's grades and attendance at any time (24/7). Each family is issued login credentials to access their child's information and is given additional assistance by the site secretaries if they experience any difficulty. Parents are informed of state standards and how to access them.

An annual Title I parent informational meeting is scheduled at the beginning of each school year and is communicated via paper and online calendars, schoolwide notes, e-mail, and weekly student folders. This year, the meeting was held in person to allow parents the opportunity to view a presentation, ask questions, and get to know the teachers of their children.

All parents are issued a Parents' Right-to-Know notification letter that outlines their right to request information regarding the qualifications of our highly qualified teachers and paraprofessionals. In the event that this situation changes, a template has been created for notifications to parents when students are taught by a non-qualified teacher for more than four weeks. A data chart exists showing certification areas, degrees earned, and years of experience for each certified teacher employed at our site.

We have a Parent Involvement Policy and Parent-School Compact in place. The Parent Involvement Policy is located on the school website. It is also placed in the school office for parents to read or obtain a copy. The Parent-School Compact is distributed at the beginning of the school year and is also on the website and available in the office.

Schoolwide parent-teacher conferences are held twice each year (once per semester) with parents being given multiple time choices including evening appointments to best accommodate their work schedules.

Parents are constantly encouraged to become active learning partners in their child's academic, social/emotional, and behavioral development by being invited to volunteer for a host of opportunities throughout the school year including participating in our local Parent-Teacher Organization, book fairs, tutoring, field trips, Super Kids' Day, and assisting staff members in a variety of ways within their classrooms.

2. NPI utilizes a committee that consists of parents, classroom teachers, special program teachers, administrators, a paraprofessional, and community members. The input of this committee, as well as our parents, upholds our school vision for reform and is the foundation of our comprehensive needs assessment. This committee and the parents represent the most at-risk students and are included as decision-makers for the school. They help to develop and monitor the Title I Schoolwide Plan. NPI's Student

Council also helps make decisions whenever possible, such as on spirit day themes and community donation drives.

3. Our vision statement, mission statement, and school creed are developed collaboratively based on the beliefs and values of our school community. We also recite daily our school creed and individual class creeds that were collaboratively developed by students and teachers.

Vision statement: "NPI will create an atmosphere where students flourish as responsible citizens and continue on to become lifelong learners."

Mission Statement: "NPI will empower students to acquire and apply knowledge, enhance critical thinking and problem-solving skills, utilize the Life Principles in everyday life, and serve as successful citizens in our global community."

Our School Creed:

I am an NPI Jacket.

I am grateful for this day and all the opportunities it will bring.

I accept the responsibility for my actions.

My destiny is in my hands.

I accept the challenge to succeed.

I am an NPI Jacket.

Our school vision for reform is to be a successful Title I Schoolwide school site so that all of our students will be provided enhanced learning opportunities in order to reach their greatest potential.

4. Parents and community stakeholders have access to our Parent-School Compact, Parent Involvement Policy, and Parents Right-to-Know documents on our school website. A copy of our Title I Schoolwide Plan is displayed on both our school and district websites and a copy is available for review in our school office. All of the above-mentioned documents can

be requested in multiple languages. In addition, the Parent Resource Section of our school library is available for parents to check out books and other resources.

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. The academic data utilized at NPI includes the following: common formative assessments, Star Reading and Star Math Assessments, student report cards, OSTP results, and various other sources of data. The non-academic data utilized at NPI includes the following: teacher surveys, parent surveys, attendance reports, suspensions, discipline referrals, and various other sources of data.

2. We will engage in ongoing assessments to determine the effectiveness of our instructional practices then modify teaching strategies and learning opportunities after evaluating all data sources. Teachers have received instruction on how to disaggregate data during PLC, team, and staff meetings. Teachers receive ongoing professional development during PLC meetings, staff meetings, and professional development sessions on how to change instruction to meet the needs of students identified by the data as having learning deficiencies or academic gaps. It is our ultimate goal that every student will perform on or above grade level in all academic areas. At NPI, a need to improve math and reading performance exists. Available Title I funds will help us address our needs by providing all students with quality instruction and resources.

OSTP scores from previous years reinforce this need. For 2020-21, our math results were as follows: 3rd – 33, 4th – 39, and 5th – 32. In the area of ELA for 2020-21, our results were as follows: 3rd – 22, 4th – 26, and 5th – 34. In 2021-22, our math results were as follows: 3rd – 41, 4th – 40, and 5th – 45. In the area of ELA for 2021-22, our results were as follows: 3rd – 32, 4th – 29, and 5th – 35. 2022-23 yielded the following results in math: 3rd – 42, 4th – 37, and 5th – 31. Our ELA scores for 2022-23 were as follows: 3rd – 33, 4th – 29, and 5th – 26. In 2023-24, our math results were as follows: 3rd – 42, 4th – 50, and 5th – 43. In 2023-24, our ELA results were as follows: 3rd – 62, 4th – 62, and 5th – 58. In the area of math during 2024-25, the results were as follows: 3rd – 30, 4th – 46, and 5th – 41. In the area of ELA during 2024-25, the results were as follows: 3rd – 52, 4th – 58, and 5th – 59.

Star Math and Star Reading data from the past several years also supports the need for improvement in these two critical areas. Our 2020-21 baseline scores of students scoring at or above district benchmark on Star Math were as follows: 3rd – 61%, 4th – 58%, and 5th – 56%. Our 2020-21 baseline scores of students scoring at or above district benchmark on Star Reading were as follows: 3rd – 51%, 4th – 63%, and 5th – 62%. Our 2021-22 baseline scores of students scoring at or above district benchmark on Star Math were as follows: 3rd – 67%, 4th – 56%, and 5th – 60%. Our 2021-22 baseline scores of students scoring at or above district benchmark on Star Reading were as follows: 3rd – 51%, 4th – 56%, and 5th – 55%. Our 2022-23 baseline scores of students scoring at or above district benchmark on Star Math were as follows: 3rd – 59%, 4th – 64%, and 5th – 61%. Our 2022-23 baseline scores of students scoring at or above district benchmark on Star Reading were as follows: 3rd – 50%, 4th – 54%, and 5th – 54%. Our 2023-24 baseline scores of students scoring at or above district benchmark on Star Math were as follows: 3rd – 59%, 4th – 62%, and 5th – 59%. Our 2023-24 baseline scores of students scoring at or above district benchmark on Star Reading were as follows: 3rd – 45%, 4th – 57%, and 5th – 60%. Our 2024-25 baseline scores of students scoring at or above state benchmark on Star Math were as follows: 3rd – 45%, 4th – 42%, and 5th – 36%. Our 2024-25 baseline scores of students scoring at or above state benchmark on Star Reading were as follows: 3rd – 37%, 4th – 44%, and 5th – 48%. Our 2025-26 baseline scores of students scoring at or above state benchmark on Star Math were as follows: 3rd – 9%, 4th – 8%, and 5th – 4%. Our 2025-26 baseline scores of students scoring at or above state benchmark on Star Reading were as follows: 3rd – 20%, 4th – 19%, and 5th – 35%.

The most recent conditions at NPI as of September 2025 are as follows: Grades – 3rd – 5th, Enrollment – 337, Attendance Rate – 96%, Special Education – 33%, and Title I Students Served – 337.

3. An examination of student, teacher, school and community strengths and needs was assessed by distributing a survey to parents and teachers. A comprehensive needs assessment was developed. Through this examination, it was determined that NPI students possess many strengths. One noted strength is that our students have pride in our school. Another strength is that our students respect each other's differences. They also respect their teachers. The students at NPI also exhibit several needs. Many students lack coping and problem-solving skills. Students also need emotional/social support more than ever due to an increase in anxiety disorders and other related challenging conditions.

   In evaluating the strengths of NPI teachers, 100% of parents responding to a survey indicated they could reach their child's classroom teacher to discuss their child. Communication is a definite strength for NPI teachers in that we also strive for 100% participation in parent-teacher conferences. Teachers incorporate and use multiple outlets for communicating with parents in order to accommodate their needs. Some examples include, but are not limited to the following: phone calls, emails, school newsletters, Apptegy, student agendas, school website, digital classroom newsletters, and BrightArrow. Another strength of teachers at NPI is that all of our teachers and paraprofessionals are either highly qualified or working toward that goal by taking the required coursework. All staff are involved in decision-making, planning, and resource allocation through brainstorming and discussions at PLC meetings, staff meetings, and steering committee meetings.

   In further evaluation, the needs of the teachers at NPI were made evident. Some teachers identified a need for professional development related to classroom management, student engagement methods, and effective behavioral support strategies. Others requested more in-depth training on our instructional and assessment programs and evidence-based intervention strategies, materials, and resources.

   In looking at the strengths of the school, parents responding to a survey noted that they feel welcome at our school, and they believe our school encourages them to be involved in their child's education. 100% of parents reported that they understood their child's report card and test scores. 86% of parents also indicated that they knew the academic expectations for their child as outlined in the Oklahoma Academic Standards.

   Needs of the school are also evident. Parents were asked if they knew how they could be involved in school planning and review committees, and 66% of responding parents noted that they knew how to participate.

   NPI is grateful for the strengths of a supportive administration and our community that is actively involved in a collaborative partnership educating the students. We experience a community that works well together and wants the best for NPI and its students. The

parents who are involved really support the teachers and the school. Eastern Oklahoma County Technology Center sponsors a STEM Club after-school program for 4th graders, our local school board and administration are very supportive, and Grace Church of Choctaw has adopted NPI. They help meet the needs of NPI through donations of time and resources. They have donated large items such as the refrigerator in the staff lounge and addressed landscaping and grounds improvement needs. They also prepare meals for teachers during extended stays after school for events and parent-teacher conferences. They continually look for ways to support NPI. The local Masonic Lodge recognizes a Masonic Student of Today and Teacher of Today each spring. The First Baptist Church of Nicoma Park starts our year by hosting a Back-to-School Luncheon for all personnel in Choctaw-Nicoma Park Schools.

A significant need exists for parents to be more involved. Some identified needs of our community were to possibly partner with NPI to provide grants or donations for teacher and school needs. In addition, NPI could benefit from community volunteers to tutor and mentor students.

4. Data was collected from OSTP, Star, Lexia reports, student report cards, common formative assessments, teacher and parent surveys, attendance reports, suspension reports, and discipline referrals. This data was analyzed at several professional development sessions, staff meetings throughout the year, and weekly PLC meetings to determine areas of strengths and weaknesses. These findings were then further analyzed and summarized to determine three specific target areas: enriched math and reading instructional practices, increased use of technology, and strategies to improve student behavior.

   Technology plays a big role in helping to both teach and motivate students. Each classroom is equipped with a SMART Panel TV for instruction and interactive student learning. The school also has a computer lab equipped with 26 student stations, 1:1 ratio of student Chromebooks, document cameras, and FrontRow Juno Towers to support classroom instruction. Enhancing our technology remains one of our ongoing goals as we strive to provide our students and staff members with the best learning and instructional resources. Several teachers have written grants to acquire additional technology such as iPads, Chromebooks, and document cameras to supplement our existing resources. Not only do they utilize this technology during instruction, but also many make use of it in classroom learning centers or small group work. Parents also have the opportunity to check out Chromebooks for their students to use at home.

5. Teachers display the daily objectives in a variety of ways within their classroom, the most popular being the use of "I Can Statements." Teachers must know what to teach and when in order to cover all of the required objectives during the school year. Staff members from each site are involved in developing district curriculum maps and pacing guides for the

content areas through the various Choctaw-Nicoma Park Curriculum Councils. All lessons and instructional plans are expected to follow these and correlate directly back to the OAS.

Teachers are provided ongoing professional development and attend workshops and conferences when funding is available. Some teachers also enroll in opportunities offered on the weekend and during non-contract days to become more skilled and effective at implementing the OAS.

Various benchmark assessments are used to drive the ongoing evaluation process. We utilize Star Math, Star Reading, Lexia, commercially-produced textbook unit assessments, informal assessments, and common (formative) assessments. Star data also provides instructional groupings by skill level, as well as targeted instructional strategies. These assessments provide valuable feedback as to whether remediation, reinforcement, or enrichment is necessary and for which students.

The outcome of the comprehensive needs assessment provided priorities that NPI will focus on for this Title I Schoolwide Plan. The priorities are to improve math and reading performance through improved instructional effectiveness, to increase the use of technology to enhance learning, and to provide additional emotional and behavioral support for struggling students. All of the above strategies help to keep NPI on a cycle of continuous improvement, thus providing the students with improved outcomes, particularly those most at-risk.

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.

1. We are currently using the OAS as the foundation of our classroom instruction. As the OSDE revises standards, professional development is provided so that teachers will be best prepared to implement effective classroom instruction.

   Our staff has received training on Great Expectations, Kagan Cooperative Learning Structures, STEM, Teaching with Chromebooks, Vertical Teaming, SMART Panels, and Google Classroom. Individual staff members have received training on LETRS, Literacy First, CR Success, Fountas and Pinnell LLI, Wilson Reading, and Fundations.

   Evidence-based reform strategies are essential to a high performing school. Teachers not only must be aware of such strategies, but also be trained and familiar with how to implement them in order to maximize student success. Currently, we use a variety of instructional programs which incorporate evidence-based strategies including Renaissance Learning programs such as Star Math, Star Reading, and Accelerated Reader. Additionally, we use Daily 5, Lexia, Fundations, and Kagan Cooperative Learning Structures. Teachers also incorporate many specific learning strategies to achieve success including brain breaks, effective questioning, graphic organizers, interactive notebooks, word walls, and lexicons.

2. Teachers are using Daily 5, leveled readers, and guided reading groups to help meet the learning needs of all students in their classrooms. For math instruction, manipulatives and hands-on activities are encouraged and utilized. Teachers are incorporating the Google Classroom methodology into their classroom instruction and intervention programs, which is greatly enhancing the success of our students. Interventions take place within leveled groups and target specific skills as determined by formative assessments. Our students also complete lessons using various digital platforms to reinforce, remediate, and enrich their academic curriculum.

   Differentiated instruction is taking place within classrooms during guided reading groups and leveled math instructional groups. Flexible groupings are determined based on student performance in any given curriculum area. More training is needed on differentiated instruction, individualized instruction, and varied evidence-based instructional strategies. Students receive additional assistance during the school day through Title I reading services, Special Education services, and classroom interventions.

The core academic program is being strengthened by using multiple evidence-based intervention strategies including Lexia, My Math Academy, My Reading Academy, Fundations, Heggerty, and Fountas & Pinnell LLI. Students are identified, monitored, and evaluated for these programs by analyzing OSTP data, Star data, formal/informal assessments, and academic testing provided by school psychologists or psychometrists. Documentation from PLC meetings and the results of common assessments is collected to ensure that timely interventions occur for students who are not achieving at a proficient level.

3. NPI offers assistance to students experiencing difficulties mastering the State's standards by providing various activities. Our counselor teaches guidance lessons twice monthly. She covers Oklahoma State Standards and American School Counselors Association Standards.

Our counselor has discussions with incoming students at NPI to orient them with their new school site as well as preparatory information to outgoing students about transition to middle school. The critical transition points at NPI are lower elementary to intermediate and intermediate to middle school. Second graders come from our feeder school to us and start as third graders, and we send our fifth graders to our receiving middle school, which begins at sixth grade. Within the counselor's standards, she covers postsecondary education preparation. Our counselor is also available for individual counseling should the need arise. She encourages parents to visit her website to find more details about her job, resources for parents, student resources, and an electronic referral form requesting that she meet with a student. In addition, outside counselors are allowed to use our school conference room to visit with their student clients if arranged by parents.

To help orient students at the beginning of each school year, students and parents attend Open House prior to the first day of school. Within the first few weeks in session, parents are also highly encouraged to participate in NPI Parent Academy. Incoming students come for a brief tour in May to meet the teachers and visit the school site. For exiting fifth graders, pre-enrollment assistance is provided near the end of the school year to help ease the transition. The receiving middle school also provides a student orientation with a tour and a parent orientation called the Park Preview. For secondary schools in our district, Camp Charlie has been established as a summer transition for students.

Third grade teachers orient both parents and students to the school's expectations at the beginning of the school year for our intermediate level. Fifth grade teachers help by preparing class placement and team recommendations for the middle school counselors.

When new students enroll, they are issued a handbook to acquaint them with the school. A brief tour of our facility is offered. Students are then escorted to their new classrooms and introduced to their new teachers and classmates.

Special Education provides transition meetings for IEP teams to assist with this process as well. At NPI, we have specialized instructional support services through the use of Title I Reading teachers, Special Education teachers, Indian Education tutors, and EL tutors.

At NPI, we also have the unique opportunity of having a School Resource Officer on site that provides students with a positive connection to an officer of the law and male role model.

4. Students are given common assessments, the data is analyzed, students are grouped based on instructional needs, and interventions are planned to address those needs. At NPI, a process is in place for teachers to refer students for a tiered model plan when data-driven performance is not met. Behavioral interventions such as checklists and behavior contracts are determined through a team consisting of the classroom teacher, administrator, and any other special programs or special education teachers that serve the child. The site determines appropriate instructional, behavioral, and academic strategies based on the analysis of student achievement data. Our focus will remain on data-driven instruction.

5. We use the RTI model to develop an intervention plan for individual students who have failed to meet important academic benchmarks or who need behavioral support. NPI uses the Choctaw-Nicoma Park Response to Intervention plan and has a specific RTI Committee to assist teachers in making decisions about the students' progress while on tiered support.

When a teacher or parent has a concern about a student's academic achievement or behavior, the student is referred to the RTI Committee by utilizing a RTI Student Information Sheet.

After administering Star Reading at the beginning of the year, all third grade students at NPI who do not meet the beginning-of-year grade-level target will be given the Star Early Literacy Assessment. Those students who do not meet the beginning-of the-year benchmark on the Star Early Literacy, will be administered a screener for risk of dyslexia. The screener utilized is Star CBM from Renaissance. Interventions will be developed for

these students whose Star CBM scores, additional data, and classroom observations indicate a risk of dyslexia.

6. Students have access and are encouraged to continue learning beyond the school day by utilizing individualized computer programs at home such as Lexia, My Math Academy, and My Reading Academy. Indian Education students and students who qualify for EL tutoring have access to tutors several days a week after school and individualized instruction to support their learning needs.

Extended school year opportunities include a summer program in which students receive both reading and math instruction. Reading programs may include Fundations Ready to Rise, Hand2Mind, Lexia, and Heggerty. The math programs that may be used are Hand2Mind, 99 Math, and STEM activities, which covers a wide range of mathematics and problem-solving skills. Attendance could be encouraged by awarding a certificate and possibly a free book upon completion of the summer program. Student achievement would be monitored through Star and other pre/post-tests. The data would then be analyzed, compiled, and made available for review by the CNP Deputy Superintendent of Academic Affairs. The effectiveness of the extended year program would be evaluated by each student's pre/post Star Reading assessments and pre/post math tests. The CNP Reading Specialists would serve as liaisons between classroom teachers and extended year teachers by informing them of students' guided reading and math instructional levels both at the beginning and ending of the summer program.

Our core academic program is always strengthened by using multiple evidence-based intervention strategies.

7. In our district, the majority of professional development planning has originated from the Choctaw-Nicoma Park District Administration. Our Assistant Superintendent determines the number of required hours per professional development day designated on our instructional calendar. Each school site is allowed some autonomy in planning professional development activities based on our comprehensive needs assessment.

Our site has two professional development committee members who give feedback both at the district and site levels. As funds allow, speakers are brought in to address the entire district, but at other times, training is sought for implementation ideas and suggestions for content areas, school climate, inspiration, or schoolwide initiatives. To determine our professional development needs, we utilize survey results, OSTP results, PLC discussions, vertical team discussions, and formal/informal conversations.

All professional development opportunities align with the goals of the schoolwide/school improvement plan. To follow up on professional development activities, we use a variety of methods: tickets out the door, vertical team feedback, PLC team feedback, surveys, and evaluation instruments. The implementation of strategies learned from professional development activities is followed up by the NPI Principal and Assistant Principal. Teachers are also supported and encouraged by the site administrators when implementing strategies learned in professional development through verbal interactions and email. Teachers and administrators also develop a Professional Learning Focus, which are individual professional development plans.

Due to recent budget constraints, stipends and substitute teacher compensation are provided only when there is grant money available to fund such activities. Teachers are continually encouraged to facilitate professional development on the workshops and training that they had the opportunity to attend, best practices utilized within their classrooms, book study topics, etc. Professional development has affected instruction in a positive way by providing teachers with additional strategies and tools to improve their instructional effectiveness.

As new staff members are added, the site administrators and team members instruct previously learned professional development topics. In addition, new staff can learn former training strategies from informal meetings, vertical teams, and PLC meetings. Activities and resources that will be utilized to support our professional development plan may involve differentiated instruction, brain-based learning, Kagan Cooperative Learning Structures, Love and Logic, LETRS, Literacy First, Fundations, and project-centered classrooms. Our ultimate goal is to increase student achievement and enhance the teaching of instructional skills.

When we returned for the 2025-26 school year, all teachers and paraprofessionals had the wonderful opportunity to attend a professional development session led by John R. Wink, author of *A Teacher's Guide to Excellence in Every Classroom: Creating Support Systems for Student Success.* During Mr. Wink's inspiring presentation titled "Excellence in Every Classroom," he presented multiple strategies that educators can utilize to enhance their classroom instructional practices, plus ways to motivate learners to strive for excellence in school and in life. On August 14, 2025, our district hosted CNP Districtwide Professional Development Day. Over 50 breakout sessions were offered to support our instructional programs and support services at all schools throughout the district. In August, NPI's teachers also had the opportunity to attend training sessions titled "Google Classroom Tricks and Tips" and "Using AI in the Teaching Profession."

Previously, we also had the privilege of attending Dr. Ruby Payne's professional development session on *Emotional Poverty in All Demographics*. NPI will continue implementing ideas from our book study on Dr. Payne's work to help us understand the needs of students and/or staff who have experienced trauma.

Our Great Expectations Coach, Tom Freeman, will provide training on brain-friendly strategies and instructional methods based on his classroom observations. Depending on funding options, we would like to involve as many teachers as possible in conferences, workshops, symposiums, or other training venues to increase instructional effectiveness. We will certainly continue to seek every free opportunity to receive training as well.

8. Our district utilizes common recruitment and retention practices in each school including hosting our own Choctaw-Nicoma Park Job Fair, going to job fairs hosted by universities around the state, and contacting colleges and universities for potential teaching candidates. We network with one another in our district and network with administrators in local area districts as well to secure applicants. We routinely host student teachers in order to give us additional teaching candidates. Our district also offers the Oklahoma Teacher Empowerment Program to qualified teachers as a means to retain quality teachers in our schools.

Within our parent group, we take every opportunity to provide interested individuals with information on how to earn a degree and how to obtain certification in education. Administrators also contact former teachers to see if their circumstances have changed and if they might be interested in re-employment at our schools. There is a specific link on the district's website for employment opportunities. Potential candidates may apply online and upload any pertinent documentation to support their qualifications for any positions in which they are interested. Site administrators are then able to review their online applications. Every effort is made to seek teachers who live within the community and those that are highly qualified. After interviews are completed and references checked, candidates must submit proof that they meet the state certification requirements for the positions sought.

The district conducts a new teacher orientation prior to the first day of their regular contract. Site administrators also orient new teachers to their schools and answer any questions new teachers may have. The district has established a mentoring program for new teachers. This program involves a checklist that is reviewed monthly by the mentor and new teacher.

School PLC teams offer continued support to each other throughout the year by providing a venue for professional discourse and the sharing of best practices. All staff are involved in

decision-making, planning, and resource allocation through brainstorming and discussions at PLC meetings, staff meetings, and steering committee meetings.

Teachers are encouraged to pursue advanced degrees, and site administrators provide special consideration and flexibility for travel time and early dismissal. They are also allowed to complete as much of their practicum work during the school day as possible. All teachers are also encouraged to become National Board Certified.

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.

1. Site principals meet monthly with district administration, including the Deputy Superintendent of Academic Affairs, Assistant Superintendent of Student Services, Chief Financial Officer/Treasurer, and Superintendent to discuss efficacy of programs, staffing, and professional development needs.

The Assistant Director of Student Services serves as the district Homeless Liaison and the individual in charge of identifying and serving ELL students. The Deputy Superintendent of Academic Affairs and the Assistant Superintendent of Student Services coordinate resources to reduce duplication and fragmentation of services. The Deputy Superintendent of Academic Affairs coordinates services such as after school tutoring programs, summer school, and purchases of materials to make sure that services are not fragmented or duplicated. It is our goal to make sure that services and materials provided from all sources complement and supplement the general education program and each other.

Prior to investing in any new materials or services, the Deputy Superintendent of Academic Affairs meets with the Assistant Superintendent of Student Services to discuss how the materials and services will align. This allows coordination of all programs to eliminate duplicity and to enhance alignment. This also creates a check and balance system to make sure our district and schools are fiscally sound.

2. Title I funds at this time are used to address our priorities of improving math and reading performance through improved instructional effectiveness and increasing the use of technology to enhance learning.

3. NPI will meet the intents and purposes of each funding source by spending our Title I funds in several ways. A portion of the Title I funding is set aside to provide the salaries of our Title I Reading teachers. NPI employs two Title I Reading teachers. The Title I Reading teachers help with our strategies of improving instruction.

   Another portion of our Title I funding has been appropriated for the purchasing of Chromebooks to aid with our priority of improving our classroom instructional effectiveness and intervention processes, plus increasing the use of technology to enhance learning. The evidence-based computer programs we utilize provide formative assessments based on state standards. Another portion of our Title I funding has been appropriated for the purchasing of Fundations and Fun in Focus instructional materials. The final portion of the Title 1 funding has been appropriated for the purchase of Parent Involvement learning materials and activities, such as drawstring backpacks with Scholastic books for summer reading.

4. Teachers at NPI are encouraged to submit requests for grants from the local to the national level. Competitive grants include the following: Choctaw-Nicoma Park Public School Foundation Teacher Grants, Choctaw United Methodist Church Grants, Oklahoma Educators Credit Union Competitive Teacher Grants, National Education Association Grants, and DonorsChoose Grants. The NPI PTO has also earmarked its fundraising dollars to purchase Chromebooks for our classrooms because some of our current devices will no longer update and, therefore, need replaced.

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. Teachers meet quarterly in vertical teams to discuss state standards, compare curriculum, and brainstorm strategies to close academic gaps and increase student achievement. Horizontal meetings between our site and the corresponding lower elementary site and the middle school site don't happen as often as we'd like due to scheduling issues, but we plan to facilitate them as much as time will allow.

Teachers also meet weekly in PLCs to discuss state standards and objectives, lesson plans, and assessment data. These teams then collaboratively develop remediation, reinforcement, and enrichment strategies. When teachers identify through data and observation that a student isn't meeting the criteria for benchmark, the teacher can begin the RTI process. Interventions target and focus on specific skills as determined by frequent assessments of academic achievement. The administration monitors instructional strategies through attendance at weekly PLC meetings, reviews of weekly lesson plans, the TLE evaluation process, and formal/informal discourse.

We utilize online surveys and event evaluations to gain feedback from parents. Parents receive training during Parent Academy at the beginning of the school year where they are given resources and suggestions on how they may assist their child(ren) academically. We also request the help of our community stakeholders by encouraging them to serve on our Comprehensive Needs Assessment Team to assist in assessing the needs of our students and school.

2. One way of monitoring the Title I Schoolwide Plan includes generating reports from Renaissance Learning to monitor and evaluate the ongoing progress of students on Star Math and Star Reading. Teachers receive ongoing professional development during PLC meetings, staff meetings, and professional development sessions on how to disaggregate data and differentiate instruction to meet the needs of students identified by the data as having learning deficiencies or academic gaps.

During instruction, teachers make every attempt to incorporate all of the learning styles, movement, and hands-on learning in order to reach every student. Teachers instruct using a variety of groupings depending on the purpose and objective of the lesson. Project-based learning is also incorporated to maximize student involvement in the educational process.

NPI will monitor our focused areas of need during the upcoming school year. We will be addressing those needs through professional development opportunities afforded us that offer specific evidence-based strategies to help improve instructional effectiveness.

3. Assessments are regularly evaluated for effectiveness through student interventions and comparing common assessment data. A chart has been distributed outlining Star Math and Star Reading screening dates. Teachers are also given the chance to provide feedback as to which dates the assessments would be given during the OSTP testing window.

Formative assessments include common assessments, teacher created tests, chapter and unit tests, Star, and grade level benchmarks. Summative assessments used to measure student growth toward proficiency of OAS include Star and OSTP assessments. To collect and analyze student data from formative/summative assessments, we identify weakest to strongest skills and create charts to easily visualize and evaluate the information. Teachers will analyze student data to strengthen classroom instruction by identifying the weaker skills for remediation, reinforcement, and enrichment.

After administering Star Reading at the beginning of the year, all third grade students at NPI who do not meet the beginning-of-year grade-level target will be given the Star Early Literacy Assessment. Those students who do not meet the beginning-of the-year benchmark on the Star Early Literacy, will be administered a screener for risk of dyslexia. The screener utilized is Star CBM from Renaissance. Interventions will be developed for these students whose Star CBM scores, additional data, and classroom observations indicate a risk of dyslexia. Parents are continually provided the results of their student's

progress on Star screening through progress monitoring reports, parent-teacher conferences, LETRS assessments, and SLIPs.

Community stakeholders are made aware of our school's progress through the Oklahoma School Report Card, when applicable.