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 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:	LW Westfall Elementary
School Site Code:	126
Principal Name:	Angie Fortune
Email Address:	afortune@cnpschools.org
*School Poverty Rate:	39%

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

Instructions

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

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

1. Parent and Community Stakeholder Involvement

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

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

Expectations

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

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

- *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.*

At LW Westfall Elementary, we are committed to fostering active family and community engagement in our students' education through a range of initiatives. To support this goal, we offer multiple avenues for involvement:

- **Meet the Teacher Nights**: We host two evenings where families can visit their child's classroom, meet the teacher, and address any questions they may have regarding the upcoming school year. These meetings are divided by grade level in order to allow our younger students to feel more

confident in navigating the school and allow the parents to have more time to speak with their child's teacher.

- **Parent Grade Level Meetings**: These sessions are designed to review grade-level procedures, including morning routines, homework policies, and lunch options. We provide strategies and ideas to help enhance students' academic performance. We also speak to all the parents about our Title I program and its benefits to our school in terms of the programs that are available such as Reading Intervention classes, our Family Reading Nights, and our Parent Road Trip to Reading evening.
- **Communication**: At the beginning of each school year, we distribute the District and Site Parent Involvement Policies and Parent's Right to Know letters. Additionally, the parent/teacher/student compact is provided in our Westfall monthly newsletter, at our Parent grade level meetings, and during the first Parent-Teacher Conference. Ongoing communication is maintained through emails, school-wide newsletters, classroom newsletters, weekly Thursday folders, the school and district websites, the school marquee, and personal conferences or phone calls.
- **Title I Program**: Our Title I team meets quarterly to assess student progress, identify areas needing improvement, and ensure the Title I Plan includes effective strategies for increasing family, community, and student involvement, particularly for our most at-risk students. Our Title I teachers serve our students in grades kindergarten through 4th grade who are most at-risk utilizing programs such as Fundations, Fun in Focus, and the Wilson Language System.
- **Family Reading Events**: We organize two major reading events each year: the Title I Road Trip to Reading evening, where parents learn about Fundations lessons and receive tips for supporting reading at home, and the annual Family Reading Night, which offers a variety of reading-related activities designed to build reading fluency, enhance vocabulary, and improve comprehension.
- **Community Involvement**: We actively seek input from parents and community stakeholders by inviting them to serve on various committees and participate in school events, such as Book Fairs, grade-level programs, PTO Meetings, Safe & Healthy School Committees, Honor Choir, Aviation Club, and STEM Club sponsors/helpers, and Westfall Rising Assemblies.

By offering these opportunities and maintaining open lines of communication, we aim to create a collaborative environment that supports student success and strengthens our school community.

- *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.*

  The Title I Committee at LW Westfall Elementary is dedicated to addressing the specific needs of our most at-risk students and developing a comprehensive plan to enhance educational outcomes for all students. The committee is comprised of a diverse group of stakeholders, including classroom teachers, Title I teachers, our Media Specialist, special programs teachers, administrators, parents,

and community members. This collective expertise ensures a well-rounded approach to intervention, monitoring, and enrichment.
The committee meets regularly throughout the year to develop, implement, and assess the effectiveness of the Schoolwide Plan, with the goal of providing every student with the highest quality education.

- *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.*
  School Mission Statement:
  "The LW Westfall Elementary staff, students, and parents are dedicated to providing an exceptional education to all students so that they can become earthkeepers, leaders, and good citizens of the future."
  School Creed:
  I am a Westfall Yellowjacket.
  I am a capable and dependable student filled with possibilities and potential.
  Yesterday's experiences have taught me lessons for a better tomorrow.
  I am grateful for this day and all the opportunities that it will bring.
  I accept the responsibilities for my actions.
  I do not have the right to interfere with the learning and well-being of others.
  My destiny is in my hands.
  I am a Westfall Yellowjacket. Wow!

  The Westfall Elementary Steering Committee, in collaboration with the PTO, convenes regularly to review and refine our school vision. This ongoing dialogue is aimed at ensuring that every student at Westfall Elementary receives an exemplary education and is supported in reaching his/her highest potential. To reinforce our commitment to this mission, both students and staff recite the school creed and mission statement daily, helping to align our daily efforts with our overarching goals.

- *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.*

  LW Westfall Elementary has identified families in need of translated documents and communicates through translatable text messages and email available with our BrightArrow communication system, as well as uses Google translations for forms that are not available through BrightArrow.

2. Comprehensive Needs Assessment

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

Expectations

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

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

- *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.*

  At LW Westfall Elementary, we leverage a comprehensive range of data to analyze student growth, enhance instructional practices, and set priorities for future development. Our approach involves a thorough review of various assessment metrics, including:

  - **Academic Assessments**: STAR Early Literacy Assessment, STAR Reading Assessment, STAR Math Assessment, Oklahoma State Testing Program (OSTP), common formative assessments, and student grades.
  - **Non-Academic Data**: Student attendance records, input from teachers and parents, discipline referrals, and observations from classroom walk-throughs.

  By systematically examining this data, we identify gaps in instruction, strengthen areas of need, and tailor our strategies to improve student progress. This data-driven approach informs our decisions and helps us set targeted priorities for future interventions, ensuring that we effectively address the diverse needs of our students.

- *Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESSA (economically disadvantaged students, from major racial and ethnic groups, children with disabilities, and English learners).*

  LW Westfall Elementary serves PreK through 5th grade students. The total enrollment for the 2025-2026 school year is 491. Ethnicity and subgroup information is as follows: 60% White; 4% Black; 5% American Indian; 12% Hispanic; 19% Two or More Race Categories. Our IDEA population is 23% and we have identified English Language Learners at 1%. Our Free/Reduced population was 39% for the 2024-2025 school year.

  LW Westfall Elementary School has demonstrated numerous strengths, including exceptional parental involvement, highly qualified teachers, and recognition as a Great Expectations Model school for the past 22 years. However, after reviewing and analyzing the data, our committee has identified several areas for potential growth, particularly in reading and math instruction.

Oklahoma State Testing Program (OSTP) Performance

3rd Grade Reading and Math Scores:

- **2024 Reading:**
  - 17% Below Basic
  - 17% Basic
  - 56% Proficient
  - 10% Advanced
- **2024 Math:**
  - 13% Below Basic
  - 35% Basic
  - 33%Proficient
  - 19% Advanced

- **2025 Reading (preliminary):**
  - 37% Below Basic
  - 32% Basic
  - 25% Proficient
  - 6% Advanced
- **2025 Math (preliminary):**
  - 10% Below Basic
  - 47% Basic
  - 32% Proficient
  - 8% Advanced

4th Grade Reading and Math Scores:

- **2024 Reading:**
  - 15% Below Basic
  - 19% Basic
  - 58% Proficient
  - 8% Advanced
- **2024 Math:**
  - 13% Below Basic
  - 32% Basic
  - 44% Proficient
  - 11% Advanced

- **2025 Reading (preliminary):**
  - 22% Below Basic
  - 50% Basic
  - 25% Proficient
  - 3% Advanced
- **2025 Math (preliminary):**
  - 22% Below Basic
  - 42% Basic
  - 31% Proficient
  - 4% Advanced

5th Grade Reading and Math Scores:

- **2024 Reading:**
  - 6% Below Basic
  - 26% Basic
  - 57% Proficient
  - 13% Advanced
- **2024 Math:**
  - 12% Below Basic
  - 40% Basic
  - 31% Proficient
  - 18% Advanced

- **2025 Reading (preliminary):**
  - 17% Below Basic

  - 52% Basic
  - 28% Proficient
  - 3% Advanced
- **2025 Math (preliminary):**
  - 15% Below Basic
  - 42% Basic
  - 37% Proficient
  - 6% Advanced

STAR Early Literacy Data

Beginning of the Year (2024 vs. 2025):

- **Kindergarten Reading:**
  - 2024: 12% Below Benchmark
  - 2025: 19% Below Benchmark
- **1st Grade Reading:**
  - 2024: 11% Below Benchmark
  - 2025: 13% Below Benchmark
- **1st Grade Math:**
  - 2024: 56% Below Benchmark
  - 2025: 38% Below Benchmark
- **2nd Grade Reading:**
  - 2024: 45% Below Benchmark
  - 2025: 36% Below Benchmark
- **2nd Grade Math:**
  - 2024: 39% Below Benchmark
  - 2025: 49% Below Benchmark

At Westfall Elementary, our objective is for every student to meet or exceed grade-level benchmarks. The data analysis indicates a critical need to strengthen support in the areas of reading and math to achieve this goal. Our teachers will delve into the data and find best practices and intervention methods to support stronger tier 1 instruction and help solidify skills through interventions within tier 2 and tier 3 learners. It will be imperative that we collaborate to provide the best instruction for our students to achieve the highest outcomes.

- *Examines student, teacher, school and community strengths and needs.*

  Westfall Elementary has a strong sense of community, highly-qualified educators, and exceptional parental support. As a Great Expectations Model School, we are committed to creating an environment where students are valued, respected, and supported through exemplary teaching

practices. Our approach fosters a learning atmosphere where students feel empowered to learn from their mistakes.

We have developed robust partnerships that enhance our support for students:

- **Eastern Oklahoma County Vo-Tech**: Offers an afternoon STEM class for 2nd and 4th grade students.
- **Eastern Oklahoma County Resource Board**: Operates a food pantry and provides food, gifts, and clothing to families in need during the holidays, as well as opportunities in which our Student Council students can serve the community through projects.
- **Tri-City Youth and Family Center** and **Mid-Del Youth and Family Center**: Provide counseling services and, when necessary, send counselors to the school for students who face transportation barriers.
- **Rotary Club**: Donates dictionaries to 3rd grade students and monthly books to PreK students.
- **Choctaw Nicoma Park Education Foundation**: Awards grants to teachers annually.
- **Choctaw Fire Department**: Visits classrooms to assist with fire safety education and science projects.
- **Choctaw Nicoma Park Police Department:** Visits classrooms to partner as a community helper.

Additionally, we benefit from dedicated parent volunteers who regularly assist with reading fluency and sight word practice. These diverse resources collectively contribute to the educational and overall well-being of our students.

- *School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement.*

  Our school administrators, steering committee members, Title I committee members, families, and community stakeholders convene regularly to assess and prioritize needs within our school. Currently, the primary areas of concern identified by the committee include reading and math performance, as well as the safety and security of our students.
  To address these concerns, we are implementing enhanced safety protocols to improve the physical security of our school environment. Concurrently, we are advancing our academic goals by focusing on targeted reading and math interventions. For the 2025-2026 school year, we are fortunate to have two highly-qualified Title I reading teachers, enabling us to provide systematic and explicit reading interventions to a greater number of students.

  Our Professional Learning Communities (PLCs) meet weekly to strategize on intervention techniques for students who may be missing specific skills or require additional support. These students are

monitored through our Response to Intervention (RTI) process, allowing us to track their progress and identify any additional areas where support may be needed.

- *Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.*

  Westfall Elementary identifies students at risk for academic failure through a combination of teacher observations, STAR assessment data, and other classroom screeners. The STAR Reading and STAR Math assessments are administered within three different windows of time throughout the school year; these generally fall in late August, December, and mid-to late April. Teachers do have the option for additional monthly assessments if deemed necessary. Students who score below benchmark are further assessed to determine the extent of reading intervention required.

  Those identified as at-risk are placed in the Response to Intervention (RTI) process to develop and implement effective interventions tailored to address their specific learning gaps. Westfall Elementary offers additional educational support through various programs, including classroom interventions, the Title I Reading Lab, ELL (English Language Learners) tutoring, Title VI tutoring, and the RTI process.

  We continuously strive to enhance our academic programs by engaging in weekly Professional Learning Community (PLC) discussions, quarterly vertical team meetings, district-wide curriculum planning sessions, and soliciting input from teachers and staff. For the 2024-2025 school year, the Reading Lab interventions served 8 kindergarten students, of whom 7 met the benchmark of 40th% by the end of the year; 11 first grade students, of whom 5 met the benchmark by year-end; 20 second grade students were served , of whom 6 met the benchmark; and 8 third grade students of which 3 achieved the benchmark by the end of the year. For the current school year, we have two teachers dedicated to this role, allowing us to support a greater number of at-risk students.

3. Schoolwide Plan Strategies

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

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

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

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

Expectations

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

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

- *Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.*

  The Choctaw Nicoma Park School District adheres to the Oklahoma Academic Standards and the Oklahoma Curriculum Framework to ensure comprehensive coverage of all academic standards. Teachers collaborate quarterly with district curricular councils to align these standards with our District Pacing Guides. All curriculum and instructional materials purchased by the district are state-approved adoptions.

  Our educators engage in vertical team meetings and grade-level Professional Learning Communities (PLCs) to design engaging and enriched lessons for students. Westfall Elementary employs a range of best practice instructional methods, including Daily 5 for Reading, Daily 3 for Math, Fundations and Heggerty for phonemic and phonological awareness, McGraw Hill Wonders Reading curriculum, Frog Street Press for our pre-kindergarten students, and Big Ideas for math instruction.

  Additionally, we support student learning through Age of Learning's computerized curriculum, My Reading Academy and My Math Academy. Instruction is delivered through whole group, small group, and individual sessions to ensure comprehensive understanding. Teachers utilize differentiated instructional strategies, such as flexible grouping, guided reading groups, and math instruction, to meet the diverse needs of all students.

- *The school provides multiple opportunities and evidence-based interventions for students in need, and addresses the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.*

  LW Westfall Elementary employs research-based programs to deliver systematic and explicit instruction in reading and math. We conduct weekly meetings within Professional Learning Communities (PLCs) to review student progress and track growth through STAR Reading and Math assessments, as well as other common formative assessments. Additionally, we consider teacher and parent observations and input to ensure a comprehensive understanding of each student's development

- *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.*

At LW Westfall Elementary, teachers and administrators regularly convene during Professional Learning Communities (PLCs) and throughout the year to analyze data and evaluate student progress. When a student is identified as struggling, we collaboratively address their needs through various support mechanisms. This may include engaging counseling services such as those provided by Tri-City Youth and Family or the Mid-Del Youth and Family centers, reaching out to parents to explore additional resources or support, and utilizing tutoring services such as English Language Learners (ELL) tutoring or Title VI tutoring.

We maintain ongoing communication with families to ensure they are informed about their child's challenges and work together to implement the most effective interventions to support the student's success.

- *The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.*

  The Choctaw Nicoma Park Park School District has established a comprehensive Response to Intervention (RTI) plan that offers detailed guidelines, recommendations, and supports for addressing both behavioral and academic interventions. Students facing behavioral challenges are placed on an RTI plan to address specific skills. Under this RTI model, teachers conduct observations, collaborate with the district behavioral specialist, and develop procedures and expectations aimed at reducing disruptive behaviors and fostering student success within the school environment. By addressing and minimizing behavioral issues, the RTI plan helps students focus more effectively on their academic pursuits.

- *The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.*

  The Choctaw Nicoma Park School District has implemented a standardized Response to Intervention (RTI) guide to support struggling learners. When a student is identified as needing additional support, a site committee reviews ongoing assessment data and collaborates with teachers to develop a tailored RTI plan that tracks student progress. This plan includes specific, practical interventions for reading and math.

  The RTI model ensures that teachers deliver high-quality instruction and employ best practices and interventions tailored to meet individual student needs. The aim is to provide students with the necessary support to successfully acquire grade-level skills. The RTI process is structured in three tiers:

  - **Tier 1**: General classroom instruction and interventions.

- **Tier 2**: If a student does not achieve the learning goals with the regular curriculum, they advance to Tier 2, where research-based interventions are implemented for a minimum of 30 minutes, three times a week, over a four-week period. The effectiveness of these interventions is then assessed. If a student is showing progress, we continue within this tier until the student has reached his/her learning goal or grade level benchmark.
- **Tier 3**: If further intervention is required, the student progresses to Tier 3, where more intensive, targeted interventions are provided for a minimum of 30 minutes, five times a week.

This tiered approach ensures that each student receives the appropriate level of support to enhance their learning and achieve their academic goals.

- *The school offers a range of extended learning opportunities within and beyond the school day and the school year.*
  Learning opportunities are provided over the summer for various trainings and workshops. Available trainings for the Summer of 2025(beyond the school year) were:
  - Great Expectations
  - Evidence-Based Literacy Instruction Communities of Practice through OSDE
  - Meaningful Morphology
  - Unlocking the Research Behind Effective Reading Instruction
  - Inspire OK
  - OK MTSS
  - Camp Westfall
  - OERB (Oklahoma Energy Resource Board)

  Professional development offered within the school year:
  - WinkED training
  - Age of Learning training
  - Fundations training/refresher
  - OERB (Oklahoma Energy Resource Board)
  - Reading Instruction Reframed: The Power of Evidence Supported Reading Strategies
- Professional development offered afterschool (beyond the school day):
  - Book Study *Motivating Students Who Don't Care*
  - Special Education Roundtables & Paperwork Zooms
  - New Teacher Mentor Meetings

- *Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.*

Professional development at our school district is conducted throughout the year through scheduled days and afternoon sessions. Teachers have access to a range of voluntary training opportunities, including programs like book studies, new teacher mentor meetings, and special education trainings.

Designated Professional Development days feature training on, Age of Learning's My Reading Academy and My Math Academy, and phonological and phonemic awareness practices supported by Fundations and Heggerty. Additionally, teachers participate in weekly Professional Learning Communities (PLCs) where they exchange best practices, review student data, and discuss the need for additional support in specific areas.

- *The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.*

  In a time where recruiting certified teachers is increasingly challenging, retaining our skilled and experienced educators is crucial. We are committed to fostering a supportive and stimulating work environment for our teachers. Our administrative team actively engages in Professional Learning Communities and classrooms to provide the necessary resources and support.

  When teaching vacancies arise, we proactively attend job fairs, reach out to colleges, and communicate openings within our school and broader community. Our goal is to attract highly qualified and enthusiastic teachers to join our faculty. We support and welcome student teachers in hopes to attract the best and brightest teachers to our school.

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.

- *Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.*

  Title I teachers focus on assisting our most at-risk students by addressing gaps in their understanding and establishing a strong foundation for reading success. They also provide valuable resources and strategies to help classroom teachers support other struggling students who cannot be served directly due to prioritizing the most at-risk students first.

  Title I funds are allocated to meet students' academic needs in reading and math. These funds also support parental involvement initiatives, such as creating "make and take" crafts during family reading nights to reinforce reading and math goals at home. Additionally, resources like backpacks filled with books, games, and flashcards are provided to facilitate continued reading and math development throughout the summer.

- *Leverages funding streams to connect the reform strategies developed.*

  Title I funds are strategically employed to enhance instructional effectiveness, improve student learning outcomes, and increase parental involvement in reading and math. Our LW Westfall Elementary Parent Teacher Organization (PTO) contributes funding for Starfall and Generation Genius licenses for all students in grades 1 through 5, thereby supporting reading, math, and science instruction. Additionally, numerous teachers across the school apply for grants from DonorsChoose, the Choctaw Nicoma Park Education Foundation, and Cox Communications to further bolster student success within their classrooms.

- *Outlines how the school will meet the intents and purposes of each funding source.*

  Title I funds are designated to support the salaries of our Title I Reading teachers. For the 2025-2026 school year, LW Westfall Elementary employs two Title I Reading teachers who provide targeted intervention to our most at-risk students through a systematic and explicit reading instruction program.

  A portion of the Title I funds is allocated to acquiring materials that enhance the reading and math curriculum for all students. Additionally, a smaller segment of the funds is earmarked for Parental Engagement. These funds are utilized to purchase resources that foster and promote parental involvement, including "make and take" materials that offer strategies for parents to support their children's reading and math development at home, as well as backpack resources to sustain continued reading and math progress throughout the summer months.

- *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.*

  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. Resources such as chromebooks, reading books, math instructional tools, and student supplies, are also made available to families for any student who indicates a need.

5. Evaluation and Plan Revision

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

Expectations

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

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

- *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.*

  At LW Westfall Elementary, administrators and teachers participate in quarterly vertical team meetings for each subject area to thoroughly examine the Oklahoma Academic State Standards and identify effective practices and strategies for achieving both short-term and long-term learning goals.

  Grade-level teachers, administrators, and special education professionals meet weekly during Professional Learning Community (PLC) meetings to review student data, assess current needs, and exchange ideas and strategies.

  The Title I team utilizes data from STAR reports, the Oklahoma State Testing Program (OSTP), common formative assessments, and input from parents and teachers to evaluate student progress. This analysis informs adjustments to the Title I schoolwide plan, ensuring it effectively addresses the identified needs of our students.

- *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.*

The Title I schoolwide plan will be reviewed and adjusted as necessary throughout the year. Student progress will be evaluated using data from STAR Reading and STAR Math assessments, as well as common formative assessments. Additionally, attendance and discipline data will be considered to determine the most effective interventions for supporting our students. The committee will make data-driven adjustments to optimize the impact of our strategies and ensure the best outcomes for our students.

- *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.*

  Throughout the year, LW Westfall Elementary administrators, teachers, parents, and community stakeholders meet to review and enhance the schoolwide plan, aiming to strengthen academic growth. Our Professional Learning Community (PLC) teams meet weekly to analyze student progress and identify patterns within content areas. These insights guide the implementation of effective practices and interventions tailored to meet our students' needs.

  Data from STAR Reading and Math assessments, STAR CBM measures, along with common formative and diagnostic assessments, is regularly shared with parents to keep them informed about their children's progress. Students identified as at-risk are placed on a Student Literacy Intervention Plan (SLIP), receiving targeted interventions based on their specific needs.

  Powerschool, our attendance and grading platform, allows parents to monitor their child's grades and academic progress in real time. Teachers also provide practice resources and support through the school website, while students have access to Google Classroom for curriculum and intervention programs accessible both at school and home. We are committed to providing the highest quality education and actively collaborate with parents and community stakeholders to maximize support for our students' educational journey.