



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
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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.

10/27/2025
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3. In the table below, enter the requested information for the district.

District Information	
District Name:	Stillwater Public School
District Number:	I016
County Name:	Payne
County Number:	60
Superintendent Name:	Tyler Bridges
Email Address:	tbridges@stillwaterschools.com

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

School Information	
School Name:	Stillwater Middle School
School Site Code:	505
Principal Name:	Ryan Blake
Email Address:	rblake@stillwaterschools.com
*School Poverty Rate:	46.06%

\*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.**

Stillwater Middle School families are encouraged to engage and participate in offerings for parental involvement. SMS provides several different occasions for parent involvement and engagement throughout the school year.

Before the start of school, SMS hosts a schedule pick-up, which provides access to faculty and staff and allows students and their families to become familiar with their new school.

SMS offers two parent engagement events during the year, one in the fall and one in the spring. Programming for both is based on feedback received from parent surveys. The Fall/Spring 2025-26 topics include:

- Cell phone usage, social media, and internet safety



- MAPS Data Interpretation for student growth and achievement Open house
- Mental health resources for students/families
- Drug/alcohol/vaping education
- Internet safety for teens. Each topic will be presented by Stillwater community experts.

The Spring 2025-26 Parent-Camp will focus on

- Resolving conflicts
- Coping with daily stress and frustrations.

All families are notified of each parent-involvement activity prior to each event.

Parent/teacher conferences are offered in the fall and spring, and they are used to communicate strengths and weaknesses, along with gathering parental feedback on how to best serve each student. Parent/Teacher conferences are available in-person, along with a virtual option for patron convenience.

Stillwater Middle School hosts a career day every year, and SMS parents (along with Stillwater community members) are invited to participate. Parents from various cultural and employment backgrounds are utilized as guest speakers.

Finally, SMS reaches out to incoming students and parents during the spring and hosts a 5th-grade (incoming 6th-grade students/parents) parent night. This event provides information for those incoming students and their parents regarding the enrollment process and family preparation for the middle school transition. All opportunities are promoted and shared with parents through the district messaging service (email) and social media platforms, as well as local media access. The six Stillwater Public Schools elementary sites also help with communication for these events. Stillwater Public Schools provides translation/interpretation services for parents in need of language support, and we provide other means of communication for parents without internet access.

\*All parental involvement information is made available in multiple languages



**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.**

Needs assessment information is gathered through a variety of resources at Stillwater Middle School. SMS employs a variety of data resources, including MAP Growth reading and math screener. READ180 and MATH180 are intervention programs utilized by our students during the school day to address gaps in learning.

Common Formative Assessments (CFAs) are developed by each content area (during weekly PLCs) and these quick assessments are used to inform and drive instruction.

SMS Staff members regularly complete surveys related to professional development opportunities, and our students are tasked with completing surveys for our Safe and Healthy Schools committee. Parent surveys are sent out after Fall and Spring Parent-Camps, which provide feedback and guidance for future decisions and offerings.

School attendance is monitored regularly by the site attendance secretary in collaboration with the site administrators, counselors, the SMS attendance monitor, and the School Resource Officer. Student absences are proactively reviewed each Friday, and regular communication between home and school is used to inform parents/students and promote regular student attendance. Attendance letters are generated every week, and parents receive notification whenever a student reaches five or ten absences within a given semester. The SMS and district-wide attendance committees meet quarterly to review attendance questions or concerns.



Student discipline at Stillwater Middle School continues to evolve as we strive to limit out-of-school suspensions. Our site is committed to limiting out-of-school suspensions when possible and allowing students to remain on campus by using a modified form of instruction.

Title I funding has allowed SMS to create an academic center available for student placement throughout the school day. The academic center is utilized by students for tutoring and test-taking. Title I funds are being used to support students and staff through Title I Reading and Math Interventionists.

Through our Professional Learning Communities (PLCs), teachers collaborate and work effectively to plan instruction and review student learning related to pre- and post-assessments and common formative assessments. Instructional strategies are examined every week, and adjustments are made as needed to ensure student growth and success.

Parent-Teacher conferences allow for open communication and collaboration with parents, which helps support student achievement.

Stillwater Middle School utilizes a “Team” approach when building our 6th and 7th-grade schedules. Teams are used to group students into smaller communities within the school. Students on each team share the same Math, Science, Social Studies, and ELA teachers. Compartmentalizing students into our Teams allows the same core teachers the opportunity to collaborate about their shared students. SMS provides weekly time for each Team to collaborate and reflect on individual student behavior and academic progress.



**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.**

Stillwater Middle School teachers utilize weekly PLC meetings and Team meetings to discuss instructional strategies, curriculum strengths/weaknesses, develop CFAs, monitor student growth, and address concerns related to academics, behavior, or social-emotional areas, and review essential standards and curriculum maps. Academic growth, along with social/emotional wellness, is equally valued at SMS as we prepare our students for the future.

SMS teachers have received strategic professional development focusing on distance learning strategies, Google Classroom training, trauma awareness, NWEA Maps, EL instructional strategies, dyslexia awareness, child abuse/reporting, classroom management, online curriculum capabilities, and a multitude of educational technology platforms.

The SMS Administrative team monitors classroom instruction through the use of daily walk-throughs and formal observations utilizing the Marzano TLE framework. Marzano's teacher evaluation platform requires a minimum of two formal observations in concert with a pre-, mid-point, and summative conference. SMS administrators work with each staff member to monitor professional growth goals submitted through iObservation. The site administrative team works diligently to provide timely feedback following each classroom observation and ensure educators are progressing toward their professional growth goals. In addition to administrative feedback, SMS teachers have access to a full-time instructional coach who assists all teachers with instructional planning and implementation. Our instructional coach attends all PLC meetings and serves as an invaluable resource for our brand-new and tenured teachers.

Through the use of Title I funding, SMS has an academic support coach who works with staff and students to provide positive behavior support and classroom management strategies to ensure the academic success of all students. Students are assessed in a variety of formats, which include MAP Growth, content area CFAs, pre- and post-assessments, and OSTP testing (math and reading for grades 6 and 7). Technology is employed in a number of ways, including Chromebooks, Google Classroom, KidBlog, Kahoot, and other online formats that engage students in learning.



**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.**

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I	Site Allocation - \$173927.24
Title II	Total District Allocation - \$284,028.68
Title III	Total District Allocation - \$80,429.34
Title IV	Total District Allocation - \$161,860.77
Title V	Total District Allocation - \$156,300.39
Title VI	Total District Allocation - \$147,493.00
Title IX	Total District Allocation - \$77,018.22

At Stillwater Middle School, the overall goal is to improve student outcomes based on the needs assessment process. The reform strategies that have been identified are braided throughout the schoolwide plan and the fiscal/human resources will be used to support the plan. Each school’s needs assessment is reviewed by the district and the needs are addressed in the district-wide goals and are supported by the appropriate funding source. The intent and purpose of each funding source are monitored by the principal and the Director of



Federal and OSU Programs. The table below includes the available funding sources, a description of the funding source, and how the funding source is braided into the School Wide Plan.

Funding Source	Description	Supports in School Wide Plan
Title I	Provide a fair, equitable, and high-quality education and to close achievement gaps.	Allocated Title I funds support the plan through specialist instructional staff, parent involvement activities, instructional supplies, along with professional development supplies and opportunities.
Title II	Prepare, train, and recruit high-quality teachers, principals, and school leaders.	District-wide Title II funds are used to provide subs, registration costs, stipends, district teacher trainers, and speakers for trainings that support site and district-wide goals.
Title III	Ensure that EL students attain English proficiency and develop high levels of academic achievement.	District-wide Title III funds are used to support the academic needs of EL students through tutoring, our Open Doors program, and other instructional needs of our students.
Title IV	Ensure student academic achievement by increasing the capacity of the school to (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.	District-wide Title IV funds are used to support district-wide goals in student achievement, safe schools, and support technology integration for students.
Title V	Address the unique needs of rural school districts that frequently.	District-wide Title V holds are used to support Stillwater Public Schools as a rural district. SPS is currently in a hold harmless agreement with our Title V RLIS funds.



Title VI	Ensure that indigenous students develop high levels of academic achievement and are college/career ready.	District-wide Title VI funds are used to support the academic and cultural needs of our indigenous students through tutoring and other activities and programs.
Title IX	Address the problems that homeless students face and ensure equal access to an education.	The district resource specialist and DHS school site specialist work to identify, support, and provide the necessary services/supplies for homeless students.
Fundraisers, PTA, Activity Funds Donations	Students, teachers, families, and leaders sell items to obtain additional funds for the school. Donations are received through individuals or companies that wish to support the needs of the students.	Due to the restrictions of certain funding sources, donations and fundraisers are used to support the general needs of the school
School/Teacher Grants	School or teacher written grants to obtain additional funds for the school	Site staff write and receive grants for use at the school site to meet the needs of the site, families and students.
Stillwater Public Education Foundation	Provide grant opportunities for individual teachers.	Teachers write grants to fund a variety of evidence-based strategies, curriculums, and other academic resources that support the overall goals of the school-wide plan.



**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.**

SMS has developed appropriate strategies for both academic and behavioral interventions and supports. Teachers and administrators take part in trainings for best practices in regard to instructional strategies for the diverse learning of students and behavioral interventions for school-wide discipline and individual students at risk.

**Academics -**

Ensuring academic growth for each student is our primary focus at Stillwater Middle School. SMS also relies on the instructional practices and common language of Great Expectations as important pillars of our instructional philosophy. SMS utilizes the 17 instructional practices highlighted by GE to ensure quality instruction is delivered daily to every student. Student data is gleaned from multiple resources to ensure an accurate assessment is provided for each student. Utilizing our RTI (Response to Interventions) structure, SMS students are identified for targeted levels of academic interventions. SMS teachers utilize one day each week to provide interventions, remediation, and extensions for identified students. No new instruction is introduced during each intervention day. The progress of each student is monitored through our PLCs and instructional Teams. Each PLC unit collects data on instruction, curriculum, student results and growth, and student needs. This data is used to drive decisions and instruction. Targeted interventions for all content areas are developed within our PLC meetings throughout the week.

**Behavior -**



Behavioral interventions are similarly developed and implemented for students in need. Once again, SMS relies on the common language of Great Expectations to provide a foundation of mutual respect among students, staff, and parents. The RTI pyramid of tiered interventions provides a basis for behavioral support for students. SMS has developed a school-wide discipline plan that sets universal interventions for all students. Character development and anti-bullying curricula are introduced during home-based (advisory) periods. Targeted interventions are established for those students exhibiting behavioral risks. These include parent contact, team with student meetings for intervention, behavior plans, counseling support, and assistance from the district social worker. A partnership with Grand Lakes Counseling Services provides on-site counseling for our students in need. Additional supports include Indian Education tutoring, ELL support, IEP and 504 services, and alternative education programming. All SMS certified teachers have completed the trauma-informed school training with Barbara Sorel. Our staff is using knowledge from this experience to transition our building into a trauma-responsive school

The district collects academic, behavioral, and attendance data quarterly, along with completing site and district-wide Needs Assessments each year to evaluate site and district needs.