



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.

July 25, 2025

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

District Information	
District Name:	Stillwater Public Schools
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:	Highland Park Elementary
School Site Code:	105
Principal Name:	Becky Dyson
Email Address:	rdyson@stillwaterschools.com
*School Poverty Rate:	100.00%

*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.

Parents/guardians receive from the school principal and Title I staff an explanation of the reasons supporting each child’s selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents/guardians are advised of their children's progress on a regular basis and opportunities are provided for the parents/guardians to meet with the classroom and Title I teachers to discuss their children’s progress through IEP and 504 meetings, parent/teacher conferences, SLIP plans and quarterly report cards. Parents/guardians receive information and training from teachers and interventionists that will assist them in helping their children at home and at school.



Each parent receives, reviews and signs a “School-Parent Compact” outlining the manner in which parents/guardians, school staff and students share the responsibility for improved student academic achievement in meeting state standards.

Highland Park stakeholders revise mission and vision statements at the beginning of each school year. We have also developed collective commitments to support and enhance the mission and vision statements.

Highland Park Elementary Mission for the 2025-56 school year: Our mission at Highland Park is to ensure the highest levels of emotional and academic learning for ALL students, in a safe environment.

Highland Park Elementary Vision for the 2025-26 school year: As a collaborative community of learners, we make decisions about students’ social, emotional, and academic needs based on data and work to provide all students a guaranteed and viable educational experience.

Highland Park Elementary Collective Commitments for the 2025-2026 school year:

- We commit to continually increasing our knowledge and use of research supported strategies to support students academically and behaviorally.
- We commit to having positive intent while building relationships with all staff, students, and families.
- We commit to using social/emotional learning to teach students how to self-regulate and become responsible learners.
- We commit to establishing clear, high expectations with specific academic and behavioral targets for ALL students.
- We commit to using data to drive effective differentiated instruction and intervention based on the needs of learners.
- We commit to increasing rigor in our Reading, Math, Writing, Language Arts, Science, and Social Studies Curriculum.
- We commit to communicating professionally with parents by providing parents with resources, strategies, and information to help students succeed.



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.

The site leadership team uses student data and staff data to determine the professional development needs of the staff. Highland Park uses OCCT data, iStation, IXL math, behavioral data, LETRS phonics assessment, Common Formative Assessments, and observations to prioritize our needs and focus our goals for the 2024-26 school year. Our goals are designed to support the social/emotional needs, and academic growth of our students.

Data indicated a deficit in basic reading skills. All PK-3 teachers will complete LETRS training, offered in the summer and fall of 2021, the summer and fall of 2022, summer of 2023, the summer of 2024, and summer of 2025. Title 1 funds were used to purchase Heggerty Phonological Awareness curriculum and Foundations Phonics curriculum. All PK-3 teachers were trained in the use of these curriculums and daily direct instruction is required and monitored. IEP students scored lower in foundational phonic skills. Special Education teachers were trained in summer of 2024 and summer of 2025 in the Wilson Reading Program to provide extra support in this area for students significantly behind in reading.

Behavior support data is collected on google forms on a daily basis. This data is used by the school psychologist, special education teacher, behavior teaching assistant, academic support coach, counselor and instructional coach to continually develop strategies to support children. The majority of certified staff members have attended a two-day trauma responsive training. In addition, seven behavior support team members attended a five-day training in June of 2021, nine teachers attended in June of 2022, five teachers and assistants in June of 2023, and five teachers and one instructional coach in July of 2024: Trauma Responsive Schools conducted by Barbara Sorrels. Title 1 funds are used to provide training in trauma-informed practices such as Conscious Discipline. Additionally, our academic support coach is paid by Title 1 funds. Her role is to support teachers and students in implementing research based positive behavioral and classroom management strategies including Conscious Discipline practices to increase the social/emotional growth of all students.



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.

Highland Park uses Amira and IXL math assessments, LETRS phonics screener, Heggerty PA, and Acadience MAZE to benchmark student progress 3 times a year. Common formative assessments are used to track student progress on grade level essential skills. Each grade level compiles a digital data tracker of the most essential skills based on the Oklahoma state standards.

Teachers meet each week and use data from benchmarks and CFAs to determine the need for intervention, remediation or extension of skills. The master schedule includes daily intervention time for math and reading intervention in all grade levels. Title 1 funds an experienced interventionist, increasing the number of interventionists available for students. Each third, fourth and fifth grade student with an IEP has a special education teacher and classroom teachers that collaborate to set goals and determine the best methods to assist them with reading/math deficiencies. Highland Park has two reading interventionists that are specifically trained in Take Flight Dyslexia intervention.

Teachers are trained and evaluated on the Marzano instructional strategies. Focus is on planning standards-based lessons/units. All teachers are required to post their lessons with the correlation to state standards and instructional strategies in a digital plan book. Plan books are monitored on a weekly basis by the instructional coach and administrators to ensure the progression of learning and adherence to state standards. Teachers are assisted in helping students identify critical information, keeping students engaged with new content, and developing automaticity with skill and strategies through practice to deepen their knowledge.

Administrators conduct weekly walk-throughs, four informal observations for probationary teachers, and two for career teachers per school year. Timely feedback is provided and teachers dialogue with administrators on appropriate instructional practices, as needed. Teachers participate in grade and subject mapping teams to horizontally and vertically align curriculum, and update curriculum maps and pacing guides each year. All students are taught with state approved curriculum, assessed monthly, and provided extension and intervention as needed.

The Instructional coach and administrators schedule weekly meetings after school with all new certified staff to discuss best instructional practices and Conscious Discipline implementation.

PK – 5 teachers are using Heggerty for daily phonemic awareness instruction and Foundations for daily phonics instruction. These curriculums were purchased with Title 1 funds.



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 - \$186,408.13
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 Highland Elementary, 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.

A summary of our Title I plan and budget is shared during PTA and title I meetings throughout the school year. The Title I meetings include staff, parents and community leaders. Written communication with stakeholders is provided in multiple languages. Assessment data is gathered from a variety of sources. Grade level teacher teams meet weekly with specialists, SPED educators and administrators to set academic goals, and review and analyze student data toward meeting these goals. We have an EL teacher and Indian Education teacher assistant who worked with students in small groups and individually as needed. The Data Review Team meets monthly to discuss students who are not making adequate academic growth. The team creates interventions that are scientifically based and then conducted with fidelity.

We review student progress and adjust instruction as necessary. Teachers discuss learning goals, plan instruction, create common formative assessments, and plan interventions and extensions. Teams work collaboratively to answer the following four questions:

- 1) What do we want students to know and be able to do?
- 2) How will we know when they have learned it?
- 3) What will we do when they have not learned it?
- 4) What will we do to extend the learning when they already know it?

Teachers use these questions to guide their planning, instruction, intervention and remediation.

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.