



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.

09/08/2025
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3. In the table below, enter the requested information for the district.

<b>District Information</b>	
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.

<b>School Information</b>	
School Name:	Stillwater Junior High School
School Site Code:	610
Principal Name:	Darren Nelson
Email Address:	dnelson@stillwaterschools.com
*School Poverty Rate:	46.76%

\*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.**

SJHS has identified and implemented specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Comprehensive Needs Assessment.

Stillwater Junior High has established Title I procedures and programs that will involve parents and community members:

- Each spring, our site Title I committee, made up of administrators, teachers, parents, and local business representatives, will meet to review our Title I program and student achievement data and



make changes based on the Needs Assessment.

- SJHS will hold a Title I Annual Parent meeting in the fall. An email through SchoolMessenger and social media outlets will be used as an invitation to all parents and community members. This meeting will be advertised through our SchoolMessenger system, all school social media platforms, and by our SJHS PTO.
- SJHS will apply our parent involvement policy in order to provide access to all parent and stakeholder groups. We will provide written communication when families or students don't have access to digital communication.
- The annual meeting will provide the new Title I plan for all to review. We then provide an open forum for questions and answers to allow for input into changes that might need to be made to the current Title I plan.
- The SJHS principal will send weekly SchoolMessenger updates with help notes, academic support opportunities, and ways for parents and community to stay involved in our school and the educational process.
- SJHS holds a Back-To-School event for the community in which teachers are available to meet each family, and families can tour the building and gain access to a variety of services offered at SJHS.
- Advisory teachers contact each of their families within the first 2 weeks of the school year, and all staff continue to be accessible through phone, Canvas, and email.
- SJHS will use Canvas with private passwords and usernames allowing parents to stay actively involved in students' grades and attendance.
- Parent/Teacher conferences in October provide an opportunity for parent input. This allows the parents time to see what is working and not working for their child's needs and then communicate it with their child's teacher. The teachers then share any new information with the Title I committee.
- The teachers will also have a March parent/teacher conference time to continue more in-depth communication with parents.
- Teachers will provide semester report cards, weekly eligibility updates, and contact for grades below 70% for all students MAP Growth parent reports will be sent home after each screening.
- 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 developing and monitoring the Title I Schoolwide Plan.



- Mass notifications about school activities and safety updates are sent out to all parents, students, and staff.
- Parent University Topics will be determined by parent survey and Title 1 committee recommendations.

SJHS works to include all parents and community stakeholders who represent the demographic make-up of our school. They are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title 1 Schoolwide Plan.

- SJHS asks parents and community volunteers to join the Title 1 Committee each year.
- SJHS has a positive relationship with local agencies, including Payne County Youth Services, tribal agencies like CREOKS and the Iowa Tribe, and district-wide programs (i.e. EL, Indian Education). These groups are invited to our community meetings.
- New parent and community volunteers are asked to join our Title 1 Committee annually.
- SJHS includes our PTO in providing input. Members join with our PTO to host monthly meetings. These meetings will help to determine what our students and teachers need to better the education of our children (supplies, resources, additional supports, etc.). These meetings also help the Title 1 Committee learn what might be needed to improve our school's communication with parents and the community.
- SJHS's vision and mission for student success are collaboratively developed based on the beliefs and values of the school community. Families and community stakeholders are included to represent the most at-risk students.
- The annual parent and community member meeting provides a time for input into what is needed to help fulfill our school's mission statement.
- At the end of each school year, the staff, parents, and community members are sent a survey. This survey allows them to provide any new ideas or suggest changes.

SJHS's Title 1 Schoolwide Plan provides communication regarding its development, evaluation, and revision processes in languages and formats accessible for every family and community stakeholder of the school. The large majority of our students' families are English and/or Spanish-speaking. As other language formats are needed, SJHS will continue to provide appropriate communication.



**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.**

SJHS’s Needs Assessment is a process that is used to identify needs and performance challenges. This data is used to determine causes and set priorities for future action. SJHS uses the Needs Assessment to inform, and improve instructional planning, and budgeting.

Assessments:

- Internal Common Formative Assessment Data (CFA)
- Common Summative Assessment Data (CSA)
- OSTP 2021, 2022, 2023, 2024 & 2025 (Reading, Math, and Science)
- MAP Growth Math Assessment
- MAP Growth Reading Assessment

Analysis & Determinations:

- Student math proficiency continues to hold steady and shows slight increases across recent OSTP cycles. This is the first year to use MAP Growth as a screener, so no data is available yet.
- Student ELA proficiency has decreased slightly across current OSTP cycles. Common assessment data have predicted this slight decrease. This is the first year to use MAP Growth as a screener, so no data is available yet.
- Science proficiency increased substantially from 2024 to 2025; however, this data compares two different student populations. OAS science standards and the OSTP changed dramatically in 2023.



- Determinations:
- Math intervention needs to continue to be intentional and intense for both 8th and 9th-grade students in all subgroups.
- Language/Literacy skills across all content areas need to be an additional focus of purposeful and intentional intervention.
- MAP Growth data should be closely predictive, it will be used throughout the 2025 – 2026 school year.
- The science team will continue to work to increase rigor and resilience as well as literacy strategies specifically with students on IEPs, 504s, and ELAPs.

Non-performance Data:

- Attendance data indicated that large numbers of students were affected at least in part by the COVID-19 disruptions even as school expectations stabilized. Most at-risk students showed more attendance-related disruptions than pre-pandemic numbers.
- Our attendance policy indicates that our attendance secretary will contact parents regarding any absences to determine why the student is absent and if the school can help. This combined with attendance dialer consistency, attendance letters issued weekly, guidance counselor attendance check-ins, and attendance committee requirements will help work toward better attendance in 2025-2026. (Bus route cancellations were a large factor in 22-23, however, the district had a slight improvement in regular bus routes in 23-24.)
- Process & Perception Data- Annual Stakeholder Survey:
- Parents are given a survey at the end of each school year to gather feedback that may be applied to next year's plan. This year's survey determined that parents appreciate consistent communication and prefer SchoolMessenger as the top way to receive messaging.
- Parents indicated that they believe academic rigor is close to accurate. They most want additional information (i.e. parent education) in the areas of teen mental health, social media use, and substance abuse.
- Parents indicated that they want to see the tutoring program continue.

Additional Data:

- Due to intervention needs and needs for additional academic rigor, parents have asked for before and after-school tutoring support in all academic areas, specifically math.
- Children with disabilities are having their needs met based on individual assessments. Their learning goals are set based on these assessments and their individualized learning plans.
- English Learners are given the ACCESS each year and are given special interventions based on their score, class performance, and formative and summative assessments.
- When looking at student, teacher, school, and community strengths it has been determined that the major strength of SJHS is a large level of involvement by all stakeholders. If needs arise or if volunteers are needed, there are people ready to help. SJHS has an active parent organization that works cooperatively with school personnel. SJHS parents are also involved in individual booster and support organizations for school activities.
- Certified teacher attendance is a strength for SJHS when looking at ADA numbers. However, when looking at chronic absenteeism, we need to improve in this area and plan to through focused



communication and monitoring.

- School administration attends an overwhelming majority of all home student activities and invites community members to support career exploration initiatives within the school. A weekly update message allows for parental communication and provides phone and email contact for administration and guidance in the event parents need to contact the school.
- The administration is always analyzing data related to the Title 1 Needs Assessments to determine if all students' needs are being met.
- With this initial Title 1 Plan, focus on improvement in math proficiency, language proficiency across all contents, social emotional, and mental health supports and increased support in teaching and learning strategies for teachers will yield an improvement in student outcomes in math, ELA, science, and attendance data for the 2025 - 2026 school year.



**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.**

SJHS leverages resources to improve student outcomes by coordinating funds and supplementing title funds through different district funds to pay for an academic support coach, instructional coach, math interventionist, reading teacher, academic/testing assistant, academic and behavior assistant, substance abuse counselor, technology trainer, an Indian education tutor, and EL teacher. The added instructional resources will provide more individualized opportunities that are focused on providing instructional support for teachers, small group intervention for students in all academic areas with math as a target, and student behavior and mental health support in order to focus on closing learning gaps.

All funds will be used to monitor and acquire items identified through the Needs Assessment to address student needs, particularly the most vulnerable students. The funds will be available to assist classroom teachers and students. They will provide evidence-based instructional materials and instructional strategies. Each child in need of intensive intervention will be provided additional support in the classroom as well as access to our free tutoring and homework help program.

SJHS will leverage funding streams to connect the reform strategies developed by having Title 1 personnel use needs assessments to develop individualized learning strategies. The personnel use data to determine what reforms are needed to improve student learning outcomes and emotional needs

SJHS will meet the intents and purposes of each funding source by organizing the RTI process, coordinating targeted student learning, organizing and analyzing progress monitoring, and using data to determine student needs through a building-wide PLC process and MAP Growth screening and benchmarking in reading and math.

SJHS outlines how consolidated federal funds from 515 CSI funds and Title 1, along with other district funding sources will be used to meet the intent and purpose of the programs by having the money funded to specific personnel to meet student needs based on a needs assessment. All SJHS students will receive instruction through the tiered intervention process.

SJHS utilizes Title III funds generated by English Learners to provide specialized instructional opportunities to accelerate the acquisition of the English language. English Learners are served through a Tier-based model of support.

Instruction is provided by all classroom teachers and other Title 1 personnel. Students will move up and down the Tier pyramid process based on their performance throughout the year. Formative assessments, Summative assessments, and the MAP Growth screener tool will be utilized as data points for regular review and adjustment to instructions.



**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 - \$174,329.85
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
Continuous Improvement Plan	Total Site Allocation - \$1,964.11
Fundraisers/PTA/Activity Funds/Donations	\$4,000

At SJHS, 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 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	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	District-wide Title VI funds are used to support the academic and



	college/career ready.	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.**

School leadership, teaching staff, parents, families, and community members will monitor the students’ academic scores, including the results of the OSTP assessments and non-academic performances from the previous year at the beginning of the new school year. This will allow for additions and deletions to the Title 1 Schoolwide Plan. The changes will be based on short and long-term successes of student outcomes, as well as measures to evaluate high-quality implementation. The Title 1 program will also be analyzed to determine if time is being used effectively or if adjustments need to be made based on the needs assessment and student outcomes, MAP Growth reading and math screeners, and CFA and CSA progress monitoring. The team also accesses data from the WAVE that provides attendance rates broken down by ethnicity, the ACCESS results for our English Learners, as well as the OSTP results with historical trend data.

The school planning team will analyze and address the data from the previously stated needs assessment. This data will be presented to individual stakeholders. Data presented to the planning team will include correlation with the A-F grading system publicly released on each school’s webpage. Data will also be provided for target areas and subgroups to compare scores and growth in the subgroups. This will determine if teaching and learning strategies and outcomes are meeting the needs and goals of each student attending SJHS. The committee will analyze to determine if there are patterns of growth or losses in each grade level and/or subject area using assessments, state standards, and student grades. This will also determine changes that will be made to the Title 1 program. Teachers will be provided with professional development to improve any needed practices. The continued use of the Instructional coach and the Academic Support



Coach will continue to study teaching and learning needs and provide support both individually and to content teams within the building PLC. The Math Interventionist will provide and implement an intensive math intervention program to target the needs of individual students through a tier 3 course offering to provide the best academic outcomes for our SJHS students. The addition of a reading teacher will provide and implement an intensive tier 3 reading skills program for our most in-need students. The regulation room and behavior assistant will support student mental health needs in an attempt to support and maximize the instructional time of all students. Due to an increasing need to support students academically through assessment accommodations and approaches, we will add a full-time teaching assistant to provide dedicated academic assessment support. Due to demand data and academic data showing the need, the tutoring program will continue to include both before and after-school offerings.

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.