



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.

07/24/2025
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3. In the table below, enter the requested information for the district.

<b>District Information</b>	
District Name:	Stillwater Public 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.

<b>School Information</b>	
School Name:	Skyline Elementary
School Site Code:	120
Principal Name:	Natalie Fluty
Email Address:	nfluty@stillwaterschools.com
*School Poverty Rate:	92.74%

\*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.



<b>1. Parent and Community Stakeholder Involvement</b>
<input checked="" type="checkbox"/> By checking this box, the school principal certifies that: <ul style="list-style-type: none"> <li>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. <a href="#">ESEA Section 1114(b)(2)</a></li> <li>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. <a href="#">ESEA Section 1114(b)(4)</a></li> <li>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. <a href="#">ESEA Section 1116 (b-g)</a></li> </ul>
<b>Expectations</b>
<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
<b>Addressing the above expectations, describe in the box below the strategies to increase family and community stakeholder involvement.</b>
<p><b>Strategies to Increase Family and Community Stakeholder Involvement</b></p> <p>Skyline Elementary is committed to building strong partnerships with families and community stakeholders to support student success. The following strategies address the expectations for family and community involvement:</p> <ol style="list-style-type: none"> <li><b>Surveys and Needs Assessment</b> <ul style="list-style-type: none"> <li>Parents, students, and teachers complete annual surveys to assess needs and guide decision-making.</li> <li>Feedback from these surveys informs the Title I plan, parent involvement activities, and academic supports.</li> </ul> </li> <li><b>Communication and Accessibility</b> <ul style="list-style-type: none"> <li>Parents are notified of all activities, PTA meetings, and events through written notices, email, Talking Points, and mailed communication.</li> </ul> </li> </ol>



- Non-English-speaking families are supported through the OPI-SPS Language Line, Talking Points translation services, and Gmail translation tools.
- Meetings and documents are provided in accessible formats and languages whenever possible.
- Communication between teachers and families is ongoing via phone calls, email, text, and written notes in weekly folders, with documentation in the district system.

**3. Parent Involvement Opportunities**

- Parents are invited to two major engagement events each year that coincide with the book fair and annual fundraiser.
- Meet-the-Teacher Night is hosted before the school year begins, where families receive the Parent Right-to-Know information and complete the Student-Parent Compact.
- Each grade level distributes Curriculum Guidelines to review goals, state academic standards, expectations, and resources.
- Parents participate in Title I Planning and Review Committee meetings to provide feedback and guide future planning.

**4. Academic Partnership and Resources**

- Teachers provide parents with resources, academic websites, and grade-level curriculum goals to support learning at home.
- Amira (ELA) and IXL (Math) data are shared with parents to monitor student progress.
- Third through fifth-grade families receive training and support for accessing the online gradebook.
- Parents receive quarterly report cards, with additional conferences available upon request. Teachers offer flexible scheduling from early morning to evening to accommodate families.

**5. Shared Responsibility and Collaborative Problem-Solving**

- Skyline promotes the belief that “all children can learn at high levels,” and staff work closely with families when students need extra support.
- When a student is underperforming, a collaborative team—including parents, teachers, and administrators—develops an individualized plan.
- Parents are encouraged to be active partners in their child’s academic and social-emotional growth.

**6. Ongoing Family Engagement**

- Title I meetings and parent-teacher conferences are held twice annually, with flexible options for additional meetings.
- Parents receive continuous updates on student progress and guidance on how to best support their child.
- Surveys and feedback opportunities are provided throughout the year to ensure all voices are heard.
- Virtual platforms such as Google Meet and Zoom are used to include families who cannot attend in person.

Through these strategies, Skyline ensures that families and community stakeholders—including those representing at-risk student populations—are actively engaged in the development, implementation, and evaluation of the Title I schoolwide plan.



**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 Skyline leadership team and administrators collaborated using multiple data sources to determine the professional development needs and strategic focus for the 2025-2026 school year. These data sources included **Amira (ELA), IXL (Math), Common Formative Assessments, summative assessments, anecdotal records, behavioral data, and staff/community feedback**. Data were reviewed for all student subgroups, including English Learners, students with disabilities, and economically disadvantaged students, to ensure equitable decision-making.

- Findings:**
- **Math:** Students demonstrated significant gaps in number sense, fact fluency, and critical thinking/problem-solving skills. Pandemic-related disruptions, including limited access to manipulatives and hands-on learning, contributed to these deficits. Subgroups most impacted include students with disabilities and at-risk learners.
  - **Reading:** State Testing data and teacher records show students performing below grade level in fluency and comprehension, with the largest gaps for at-risk and economically disadvantaged students.
  - **Social-Emotional Needs:** Behavioral records and anecdotal observations highlight the continued need for trauma-informed practices to support self-regulation and positive behavior.
  - **Technology:** Variability in digital literacy was identified among students and families, especially in younger grade levels and in homes with limited technology access.

- Strengths:**
- Skyline is a **trauma-informed school**, implementing strategies from **Connected Kids training** and utilizing a **nurture room** to provide additional behavior and emotional support.
  - The district supports our site with a **Title I-funded academic support coach** and a remedial interventionist who deliver Tier 1, Tier 2, and Tier 3 supports for at-risk students.



- Daily built-in intervention time (**WIN – What I Need**) provides all students with targeted support in reading and math. Building Fact Fluency, purchased with Title I funds, is being expanded for K–5 Tier 2 math interventions to strengthen conceptual understanding and procedural fluency.
- Teachers collaborate in **weekly PLCs**, submit **growth plans**, participate in **peer observations**, and receive support through administrator and specialist coaching. Skyline is a **Great Expectations Model School**, with GE practices enhancing both academics and behavior.

**Schoolwide Priorities for 2025-2026:**

1. **Math Achievement:** Implement Building Fact Fluency consistently across K–5 to address fact fluency, number sense, and conceptual understanding; strengthen Tier 2 and Tier 3 math interventions with Title I support staff.
2. **Reading Growth:** Provide differentiated instruction using Amira and CFA data, with additional WIN support for struggling readers.
3. **Social-Emotional Learning:** Continue trauma-informed practices through Connected Kids strategies, nurture room supports, and integration of Great Expectations life principles.
4. **Professional Development:** Focus on math instructional strategies, trauma-informed practices, and continued use of Marzano’s best practices and Great Expectations.
5. **Technology and Access:** Strengthen student digital literacy and provide parent training to ensure equitable use of technology for learning.

Through this comprehensive review, Skyline has identified a clear plan to support **academic achievement, social-emotional well-being, and equity of access** for 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.**

Skyline has aligned its strategies to the needs identified in the comprehensive needs assessment and supported them with site and district Title I funds. Our goal is to provide early, targeted, and consistent interventions to improve achievement for the lowest performing students.

**Academic Interventions:**

- Skyline uses Amira (ELA) and IXL (Math) to monitor student progress, identify mastered and unmastered skills, and form small groups for targeted interventions. Teachers review this data weekly in Professional Learning Communities (PLCs) to adjust instruction.
- A reading interventionist supports each grade level, and Certified Academic Language Therapists provide dyslexia-specific instruction.
- An instructional coach and academic support coach assist teachers in refining Tier 1 instruction and interventions.
- A remedial interventionist delivers Tier 2 and Tier 3 supports, with dedicated WIN (What I Need) time built into the master schedule at every grade level for reading and math intervention.

**Behavioral, Social-Emotional, and Attendance Supports:**

- Skyline is a trauma-informed school with access to a behavioral health coach, embedded therapist, care coordinator, and high-needs counselors through Grand Mental Health Center.
- A behavior/academic teaching assistant provides in-class regulation support. Students also receive help from the district Family Support Services team and the on-site School Resource Officer (SRO).
- Attendance is closely monitored by an attendance committee consisting of the principal, counselor, secretary, and SRO. Specific plans are created for students with chronic absenteeism to ensure they remain in school and engaged in learning.

**Instructional Practices and Professional Development:**

- Teachers implement Marzano’s instructional strategies, with emphasis on identifying critical content, keeping students engaged, and building automaticity through practice.
- Administrators conduct weekly walkthroughs, provide timely feedback, and hold regular conferences with teachers to review professional goals. Probationary and career teachers also receive the required informal and formal observations.
- Teachers participate in peer observations, PLCs, and curriculum mapping teams to horizontally and vertically align curriculum with Oklahoma Academic Standards.
- Professional development is embedded throughout the year, focused on ELA vertical alignment (fluency, critical thinking, and writing) and math fluency interventions, trauma-informed practices, and Great Expectations principles.

**Technology and Curriculum Enhancements:**

- All students have access to Chromebooks and research-based digital programs, including Amira, IXL, and curriculum apps such as HMH and Social Studies Weekly to supplement instruction.
- Curriculum is state-approved, aligned to Oklahoma standards, assessed monthly, and adjusted for interventions and extensions as needed.
- Skyline implements Great Expectations life principles and practices daily, enhancing both academic and behavioral outcomes.

**Monitoring and Outcomes:**

- Student growth in reading, math, and social-emotional skills is measured frequently using formative and summative data, as well as OSTP results in grades 3–5.
- Teachers, administrators, and specialists meet regularly to review progress, adjust interventions, and ensure supports are effectively implemented.

Through these comprehensive strategies, Skyline ensures that the lowest performing students receive early interventions, sustained academic and behavioral supports, and high-quality instruction aligned with state standards.



**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 - \$118,367.15
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 Skyline 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.**

Evaluation of the Schoolwide Program

Skyline Elementary, with support from the district, conducts ongoing evaluation of the schoolwide program to ensure its effectiveness in raising student achievement, particularly for students furthest from meeting state standards.

Site-Level Evaluation:

- Grade-level teacher teams meet weekly with specialists and administrators to review data from state assessments, district benchmarks, Amira (ELA), IXL (Math), and common formative assessments.
- An Instructional Coach, EL Teacher, Indigenous Education Teaching Assistant, Remedial Interventionist, and Academic Support Coach provide classroom support and targeted small-group or individual interventions.
- The Data Review Team meets every six weeks to monitor students who are not making adequate academic progress, develop individualized plans, and adjust interventions as needed.
- Teachers use the PLC process weekly to collaborate around four guiding 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?

District-Level Evaluation:

- The district collects and reviews academic, behavioral, and attendance data quarterly to monitor schoolwide progress.



- Annual Needs Assessments at both the site and district level provide a comprehensive review of student subgroup performance, instructional practices, and resource allocation.
- Title I, II, III, IV, V, VI, and IX funds are reviewed annually to ensure alignment with identified needs and intended outcomes.

**Continuous Improvement:**

- Based on student performance trends, intervention effectiveness, and needs assessment results, the schoolwide plan is revised annually in collaboration with the LEA, staff, and parent stakeholders.
- Adjustments may include reallocating funds, modifying intervention strategies, updating professional development priorities, or strengthening family engagement efforts.
- This ongoing cycle of data collection, analysis, implementation, and revision ensures continuous improvement and equitable outcomes for all students.