



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.

07/24/2025

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:	Richmond Elementary
School Site Code:	135
Principal Name:	Joy Cawood
Email Address:	jcawood@stillwaterschools.com
*School Poverty Rate:	38.96%

*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	
<input checked="" type="checkbox"/> By checking this box, the school principal certifies that: <ul style="list-style-type: none"> 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	
<ol style="list-style-type: none"> 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. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan. The 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. 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.	
<p><i>2025-2026 Identified Needs and Action Plan</i></p> <p>In the completion of the 2024-2025 needs assessment, we determined that families and caregivers feel some frustration with the school’s communication with drop-off and pick-up. While this seems like a little thing, better communicating our process increases trust and goodwill from families, thus improving overall school involvement. Additionally, families indicated they wanted summer learning opportunities, opportunities to be IN the building, and had confusion regarding attendance codes.</p> <p>Family & Community Stakeholder Group is Representative of Richmond students.</p> <p><i>2025-2026 Identified Needs and Action Plan</i></p>	



Families have expressed frustration over a variety of small topics, such as our dismissal procedures, particularly for PreK and Kindergarten students. We are working hard to address each of those little concerns, as we know that positive experiences with our school increase the likelihood that families will choose to be involved in our school and their child’s learning.

In order to see a wider variety of families participating in our school, we will work this year to provide more volunteer opportunities that are varied in their scope. Because research indicates that volunteer opportunities can be an important way for families to be involved in school, we are adding new ways to volunteer, such as Thursday Helpers, Friday Friends, Art Show Committee, and creating Saturday opportunities, so that more families can get involved in the school.

Families also indicated that they were looking for continued learning opportunities over the summer. We provided summer packets for all grade levels that came with family support information. About 25% of our students completed the packets and will participate in a Popsicle Party with the Principal.

We plan to improve attendance communication, incentives, and follow-up over the course of this school year in response to our needs assessment. Families do not understand some of our attendance coding, and we can do more to improve overall attendance. This past school year 9.4% of our students were chronically absent. Our goal through better communication, incentives, and follow-up is to see that decrease by 10%.

Mission & Vision Statement

2025-2026 Identified Needs and Action Plan

While the mission and vision statements were collaboratively created, we recognize the need to continually review our mission and vision and evaluate school decisions with this goal in mind. This year, during back-to-school professional development, we made a micro-vision for the year: Richmond will be a community where purpose and pride drive our work, respect defines our relationships, and everyone succeeds! We have shared this vision with our Parent Teacher Organization and will seek additional feedback at our next meeting.

Language Accessibility

2025-2026 Identified Needs and Action Plan

In addition to providing translation programming for all school communications, the district website (including information from Richmond) is available to be translated directly through the webpage. Parents were informed of this via principal and teacher communications. Parents will continue to be offered translation services when necessary via the district’s contract or an in-house employee capable of translating.

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.

Comprehensive Needs Assessment

2025-2026 Data Sources, Analysis and Reflection

In completing a data review of the 2024-2025 school year, we utilized the following data sources:

- Student Achievement Data (ISIP Monthly benchmarks, weekly progress monitoring, CFAs for essential skills at grade level, and RSA data)
- Attendance and Behavior Data Collection
- Ongoing review of intervention programming with site administrators, core subject teachers, and site leadership team

Data is reviewed by grade levels and within specific subgroups to identify areas of need. We provide support for each grade level for all students identified for Special Education, Indigenous People’s Education and ELL support. This is provided through a collaborative approach with our instructional and support staff.

2025-2026 Identified Needs and Action Plan

Review and reflection of our data from the 2024-2025 school year indicated that the above data should continue to be collected, analyzed, and used for improvement, but that additional data should be added.

Areas to be addressed are:

- Student attendance data - We currently review this and follow SPS procedures for notification, however, we would like to be more proactive in helping catch and eliminate attendance issues for students. We will run a weekly attendance report, per grade in order to identify and address any areas of concern, as they arise. Additionally we are working to add incentives and improve communication with families.
- We will continue to refine and improve our PLC process which will lead to continued use of CFA data to drive our core instruction. This will be done through a series of training and the support of our Instructional Coach position, which is designed to provide ongoing support to teachers.
- Our new Title I academic and behavior support person will provide intervention in academic and behavior areas while also tracking data so we can make bigger changes as needed. We are excited to provide this Tier 2 support in hopes that it will decrease our need for Tier 3 supports. We anticipate seeing data improvements in both academics and behaviors.



- We aim to reduce students scoring below the 40th percentile by 20% from BOY to EOY by improving interventions (MTSS) planning and implementation. At the start of last year, 59 out of 203 students qualified fell below the 40th percentile, which was about 29.1% of our students population. At the end of the year, 57 out of 206 students fell below the 40th percentile, which was about 27.7%. We hope to dramatically improve these numbers with better use of the MTSS system.

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.

Schoolwide Plan Strategies

2025-2026 Data Sources, Analysis, and Reflection

At Richmond, all curriculum is aligned with the Oklahoma academic standards. Teachers participate in grade-level and subject-level mapping teams to horizontally and vertically align curriculum, and update curriculum maps and pacing guides each year. All students are taught with a state-approved curriculum, assessed monthly, and provided intervention and extensions as needed. Our assessment programs are state-approved and include Amira, state-approved curriculum assessments, and the Oklahoma School Testing Program (grades 3-5).

Teachers meet weekly as a Professional Learning Community (PLC) to review data and determine the progress of each student in reading and math. Teachers share instructional strategies in order to determine the best method of meeting the needs of students. Data is tracked through our MTSS process that includes review of students by their grade level’s team of teachers. We utilize a team of remedial specialists to support our students. Our remedial team works to support students in tiers 2 and 3 of instruction. For Tier II instruction, our remedial team helps review student performance data, design specialized instruction, and monitor student progress for growth. Our specialists provide Tier III instruction for students who need additional instruction. All teachers at Richmond use student data to determine the need for remediation, intervention, and/or extension for each student. Students in need of advanced work and instruction are given differentiated attention throughout the day, but especially during small group times. Students who qualify receive instruction each week from our gifted and talented teacher.

We utilize a DRT (Data Review Team) system to provide structured support for academic and behavior education for our students.

Teachers are evaluated on Marzano’s instructional strategies and provided support in continuing their professional development. Administrators conduct weekly walk-throughs for informal observations, observe probationary teachers four times per year, formally, and twice per year for career teachers. Professional development opportunities are planned based on SPS district initiatives as well as teacher feedback in surveys, input from the school Leadership Team, and through observations provided by our remedial specialists. We recruit and retain effective teachers by providing ongoing administrative and peer support.



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 - \$51,131.39
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 Richmond 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.

Ongoing Title I Plan Review

The following sources of data were utilized in our Title I Needs Assessment and are reviewed on a continual basis as part of our weekly and monthly planning at the classroom and schoolwide level. These data sources are where we find information for adjusting instructional goals, selecting professional development, providing individualized instruction, requesting additional services for students, and deciding on our next steps for continued program growth. School leadership groups analyze this data weekly, and grade-level teams of teachers analyze similar grade-level data in their weekly PLC meetings.

- Student Achievement Data - Amira and IXL Benchmarks, weekly progress monitoring for MTSS process, CFAs for Essential Skills at grade level, and RSA data
- Surveys (Family and Staff)
- Weekly ongoing program review of remedial specialist supports with the site administrator

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.

