



Title I Schoolwide Plan

School Name and Site Code

Jefferson518

Principal's Name: Steve Smith

Principal's Email: smsmith@okcps.org

School Poverty Rate: 98.32

Plan Implementation Year

2025-2026

Last Review Date

8/22/2025

Each of the six sections of the plan are composed of 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.

I. Parent and Community Stakeholder Involvement

☒ **As the school principal I certify 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, schools staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **ESSA, Section 1114(b)(2)**
- The plan is available to the local educational agency, parents, and the public, and the information contained in such a plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **ESSA, Section 1114(b)(4)**
- The school meets the requirements of Section 1116 of ESSA, 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. **ESSA, 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.

Describe the strategies your school is using to increase family and community involvement.

Based upon the results of the Needs Assessment, what specific strategies will be utilized to increase family and community involvement, particularly among those who represent the most at-risk students?

Narrative

Jefferson will continue to utilize our Family and Community Advocates to communicate with our parents as translators and advocates as we bridge the gaps between communication barriers. Family advocates will also plan a parent night for the Fall and Spring, which includes resources available to families from the community, as well as academic resources for their students.

To encourage guardians and the community to get involved at JMS we will make flyers and post on social media for volunteer opportunities for our parents @ JMS. For parents with struggling students, we will leverage our Family Advocates and Teacher Assistants to connect with the family and provide resources (as well as information about JMS sponsored tutoring) in an effort to connect with families for student success.

We will also utilize student celebrations (student of the month, awards assemblies, etc) to give parents more connection to our campus, if applicable. We will also have a team member dedicated to relaying happenings within the school on our social media page.

How will parents and community stakeholders be involved in the development, monitoring and implementation of the Title I Schoolwide plan and how will they be advised of school decisions regarding the Title I program?

Narrative

Parents and community stakeholders will be invited to join our Title 1 committee.

We will also hold a Title 1 parent meeting to discuss our school plan during our Open House night in August. In order to better reach our parents, we utilize Jefferson's Facebook page, and Talking Points to communicate with our parents. We will upload a copy of the plan to Talking Points for parents who cannot attend to be able to access. We also encourage teachers to make telephone calls home and we ensure that we are available to meet with families in-person after school.

How was the Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes made available in languages and formats accessible for every family and community stakeholder of the school?

Narrative

The completed plan will be electronically recorded in both English and Spanish and placed on the Jefferson Website and available through Talking Points.

How was the school vision and mission for student success collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students?

Narrative

The Instructional Leadership Team (made up of administrators, teachers, and counselors) collaboratively used input from parents and students, our district mission/vision, and also the work we do instructionally to create our mission and vision (Purpose Statement) of instruction for Jefferson.

Section I Notes

☐ Yes ☒ No

II. Comprehensive Needs Assessment

☒ As the school principal, I certify 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. **[ESSA, 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 ESSA (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.

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, and examination of student, teacher, school and community strengths and needs, and a summary of the priorities that will be addressed in the Title I School-wide Plan.

Identify data sources used including Performance, Perception, and Demographic data from a variety of sources and provide detailed analysis including student subgroups.

Narrative

Data points used for Jefferson Middle School include: District Interim CFAs, BOY-MOY-EOY NWEA Testing, Universal Screeners, WIDA, chronic absenteeism reports, discipline data, and staff/student/stakeholder surveys. Student performance data from Spring NWEA are used to identify students needing remediation and also to place students in advanced courses (Honors courses) and courses for High School credit. Student progress on state standards are monitored using Common Formative Assessments developed by teachers and OKCPS and BOY-MOY-EOY NWEA data. The data is analyzed by standard, by student; identifying students that are approaching and far below proficiency. Reading and Math Proficiency is also measured using District BOY-MOY-EOY Universal Screeners, and NWEA data. NWEA Data, Common formative assessments, district assessments, and WIDA are used to identify students in need of remediation and tutorials. National, District and School assessments are used to identify which students need additional assistance and those who would be candidates for Honors classes. Attendance and discipline data are used to identify areas of strengths and weaknesses in order to improve attendance rate and desired behaviors. We also run our own comparable reports in LinkIt, Infinite Campus and on NWEA-MAPS for comparison and provide successful implementation of strategies for engagement.

District Department Head Meetings, Instructional Coach Meetings and Guiding Coalition meetings allow us to collaborate with other schools within our district on what is and what is not working.

After determining our needs through various data: assessment data, PLCs, etc., we will utilize materials/supplies, such as: Digital Software (including: IXL, Lexia) / Tutoring Time with Math and Reading remediation including enrichment programs, (Before and After School tutoring & Saturday School tutoring, including having an administrator on campus) / Ignite Tutoring through Teach For America will support small group tutoring with struggling math students. We will also utilize OSTP prep books from Lumos Learning. We will also utilize Poetry and Chill to educate on SEL and to provide academic vocabulary and writing skills. STEM stipends will be implemented 60-90 hours, 2 days a week.

Materials/Supplies needed for continuous improvement of student outcomes for intervention, remediation and enrichment at Jefferson MS are (and not limited to): Classroom supplies- post-it notes, pencils, highlighters, pens, glue, dry erase markers, tape, posterboard, chart paper, copy paper, printing ink/cartridges, software programs, student white boards w/markers & erasers, construction paper, writing journals, loose leaf paper for binders, dividers, map pencils, crayons, student scissors, regular markers, technology, etc., not limited to various other supplies.

Identify areas of strength and areas of need for students, teachers, and the school community. It might help to perform a SWOT analysis. What is indicated by the school's data sources?

Narrative

Strengths-remediation has allowed for us to see through multiple interventions that the students of Jefferson still have discipline issues, lack of engagement within the classroom, little intrinsic motivation to learn, and we have a high population of students who have high ACE scores and have experienced trauma. A strength can be found in our metacognition of that trauma and the use of programs like PBIS, social and emotional learning through programs such as Poetry and Chill, and continued use of our Counseling team.

Areas of Needs: The strengths are structure and discipline in the learning environment. Teachers provide bell to bell instruction with rigorous learning targets from the Oklahoma State Standards. The areas of critical need are creating an engaging learning environment where students feel seen and supported, which will be addressed by our ICs pushing into PLC once per week, using engaging content from NewsELA Science and NewsELA Social Studies. Additionally, our Title `1 counselor will work with students to support students in both SEL and academics. We also will utilize document cameras with our Newline boards to ensure each learning style is addressed.

There is a critical need that also encompasses our parents as stakeholders in the educational process, precisely communication. Currently we use parent phone calls, Talking Points (which translates school communication into the language of choice). Our parent liaisons assist us in bridging the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success. We will host at least one parent night per semester and pay our staff an hourly rate, as it is outside of contract time.

Another area of need is our aging technology. We will use a portion of our Title budget to replace outdated and broken chromebooks. Many students have experienced gaps in their education, which have widened existing achievement gaps. Research shows that technology-based instruction can play a critical role in helping students catch up by providing personalized learning experiences, immediate feedback, and adaptive learning pathways.

Identify the priorities for the school which are aligned with the needs identified in the Needs Assessment. Separately identify the priorities for students, teachers, and family/community engagement.

Narrative

Math:

50% of students will meet or exceed their Math growth goal during each assessment window using NWEA as evidence.

Reading

50% of students will meet or exceed their ELA growth goal during each assessment window using NWEA as evidence.

Procedures

We will reduce the number of office referrals by 10% during Semester 1 of the 25-26 school year as compared to the 24-25 school year (average of 850 referrals per semester.) By utilizing professional development surrounding classroom management and restorative justice focused books.

We will increase parent involvement by hosting 2 parent nights.

What evidence will show that the school's Title I School-wide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk? How frequently will the Title I committee meet to review and evaluate progress?

Narrative

The Guiding Coalition will be reviewing the Focused Improvement Plan results throughout the year (we meet biweekly) as they work with the OSDE and the CSI committee to look at growth around the goals we have set. The data will come from the same data points we have used in this analysis (BOY/MOY/EOY from NWEA MAPS and OSTP).

Section II Notes

☐ Yes ☒ No

III. Schoolwide Plan Strategies

☒ As the school principal, I certify that:

The Title I School-wide 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 (particularly evidence-based strategies as defined in **ESEA 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 and other activities for teachers, paraprofessionals and other school personnel to improve instructional and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (**ESEA, Section 8101(42)**).

Additional factors to consider when selecting strategies to include 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.

Describe 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.

What evidence-based interventions, strategies, and activities (directly linked to needs identified in the Needs Assessment) will be used to provide an enriched and accelerated curriculum for all students that will result in significant improvements in student learning?

Identify any extended learning opportunities within and beyond the school day and school year.

Narrative

Extended learning opportunities occur outside of the school day during tutoring. Our older or more advanced students enjoy staying and assisting the younger students, as well as getting assistance on their studies. We will also implement a challenge course this year, and will be purchasing materials for the students to enter a schoolwide science fair. In addition, we will utilize Title 1 funds to pay retired teachers to come into our building to support reading through small group reading sessions during and after school.

How does the school plan to provide timely, effective, additional assistance to students who struggle to master state standards?

These activities may include:

- counseling;
- school-based mental health programs;
- specialized instructional support services;
- mentoring services;
- postsecondary education preparation;
- transition from pre-k to elementary school and between grade bands.

Narrative

We will use a variety of strategies to upgrade the entire educational program. For Reading intervention, we will use our Teacher Assistants to assist in ELA classrooms with small groups and specifically designed remediation activities to bridge the educational gap and raise RIT scores. We will also provide after school tutoring for all core subjects, in an effort to raise student performance. Our after school Reading tutoring will continue to use our library collection as a base for their reading materials. We will also purchase supplemental Fusion reading materials to ensure success in that course. For Math intervention, we will utilize IXL Math and purchase manipulatives for kinesthetic learners.

We will utilize Ignite, offered through Teach For America, to provide online group tutoring to supplement 6-8 math.

We will host a 5th grade flyover prior to school starting for incoming 4th graders. We will also provide an 8th grade bridge over ceremony that will prepare students for high school.

We will continue to lean into the work that occurs in the PLC process. To ensure our PLCs are performing at the highest levels possible, we will send teams to the PLC at Work Institute, Yes we Can! and an MTSS professional development conference, as well as purchasing professional development books on a variety of topics.

Our counseling team will continue to lead the charge in regards to SEL, using CharacterStrong for curricula and resources. We will implement Poetry and Chill in both the 6th and 7th grades, we will provide a sensory reset room, where students can take a quick calm down and hopefully reset to return to the learning environment.

Identify clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.

Narrative

We will use PBIS as our way to deter behavior problems this next school year. We will have signage around the entire school stating expectations. We will also use programs such as PBIS Rewards to reward students for positive behavior. Using PBIS Rewards will involve setting up a Student PBIS Store where students can use their PBIS Rewards Points to purchase items, such as school swag, snacks, school supplies, etc, in addition to purchasing admission to events, such as a ride in a patrol car, joining JMS Karaoke Party, etc, as an incentive to gain as many points as possible by reflecting positive behaviors. We will also employ an attendance advocate who will be an early intervention for students missing school for any reason. She will make home visits and work with families on barriers to students getting to school.

The 90-Day Plan

The 90-Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The 90-day plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's initiatives.

The Needs Assessment informs both the Schoolwide Plan and the 90-Day Plan but all 3 components should be aligned. Effective Schoolwide planning involves goal-setting and regular evaluation of stated objectives and activities.

Goals and Focus Areas are sourced from the [OKCPS Strategic Plan](#).

A guide for Action Plan design criteria may be found [HERE](#).

A 90-Day Plan template is located [HERE](#). Please make a copy and share the URL below.

1st 90-Day Plan URL

https://docs.google.com/document/d/1nbvu1wE-98jzbZFZ5fCkqEt49s_H_GrLWYWEZqNntvRw/edit?usp=sharing

Ensure the security setting for your 90-Day Plan allows anyone with the link to view your document.

Section III Notes

☐ Yes ☒ No

IV. Coordination and Integration

☒ **As the school principal, I certify that:**

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. **ESEA, Section 1114(b)(5)**

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.

List the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I School-wide Program.

Examples of resources from other programs:

- Title II - Summer Institute, District Mentor, Recruitment Stipends, PDCs, etc.
- Title III - ELD Program Administrators
- IDEA - Speech Pathologists, School Psychologists, ESY, Bus Assistants, Program Specialists, IEP Facilitator, etc.

Identify all funding sources for the school and describe how these resources are leveraged (e.g., fiscal, human, time) to improve student outcomes.

Narrative

CSI, Title I:

- *Two Bilingual Parent Liaisons which are crucial for us in our Spanish speaking community.
- *2 Instructional Coaches - embedded professional development using High Yield, research proven strategies, coaching cycle with select teachers.
- * 1 Attendance Advocate to support our chronically absent students.
- *2 Teacher Assistants to assist in supporting ELA teachers with literacy instruction.
- * 1 Remedial Specialist - \$63,995.34
- * 1 LinkIt Coordinator - Stipend \$400
- *1 GATE Coordinator - Stipend \$400

Technology/Classroom/Instruction:

Bulletin boards for parent foyer

Classroom Supplies to support learning (including, but not limited to math manipulatives, Science Fair supplies, etc.)

Headphones and chargers to keep out current technology applicable

PD books

Reset room materials

PBIS Signage

Student Supplies:

We will be providing students with planners to assist with organization and classroom supplies, such as pencils, paper, markers, etc.

Professional Development:

PD Books from Solution Tree and other leadership/educational resources.

Solution Tree: PLC/Effective PLCs/Unpacking Standards

Department Stipends

Tutoring

Parent Engagement:

Postage and materials for parent nights are included in our budget to ensure we are able to make adequate contact with parents. We mainly mail report cards/progress reports, and any other item that needs to go directly to a parent. Talking Points provides instant messaging that is translated, on the spot, with back and forth communication that is accessible online. Administrators have access to all communication.

Describe how all funding sources are utilized to support the Title I School-wide Program.

Narrative

Title I and CSI funds help pay for interventions both in materials, programs, and staff. It helps supply the funds to pay for software, consulting, staff, tutoring for students and supplies. Title I funds also pay for professional development for staff regarding a wide range of interventions and extensions to support our students. 11000 is our Maintenance and operation budget that pays for salaries, benefits, supplies and materials to support the educational day.

Students activities funds are funds that are received through donations, fundraisers, student supply donations and these are funds that must be used primarily on students and their support. These funds may not be used on only one small group of students but on the whole student body on campus.

Section IV Notes

☐ Yes ☒ No

V. Evaluation and Plan Revision

☒ As the school principal, I certify that:

The Title I School-wide 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)**

Describe 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.

How will the school leadership include all stakeholders to regularly monitor high quality implementation of the Title I Schoolwide Plan, based on short and long-term goals, for student outcomes? How frequently will the plan be reviewed?

Narrative

Instructional staff, administrators, and the instructional coach meet regularly to plan, analyze data, and plan interventions and enrichments. This data and analysis will also be used with the Title 1 Team as they plan for the following year. The Guiding Coalition will meet bi-weekly to work on our 90 day plan and action steps and through their continuous improvement plan, they will continue to make improvements and recommendations. This information will also be used by the Title 1 team in their recommendations.

What processes will be used to monitor effectiveness of the Title I Schoolwide Plan and revise as necessary to increase student learning?

Narrative

We collect data from state assessments, NWEA Map, Progress Learning, classroom formative assessments, and behavior and attendance reports in Infinite Campus. Three times a week, the staff convenes to analyze academic, behavior, and attendance data, craft teaching units, learn instructional methods, and devise interventions rooted in data for sustained academic progress all year.

Section V Notes

☐ Yes ☒ No

VI. Site Professional Development Plan

Each site should complete a Professional Development Plan for the school year based on areas of need identified in the Title I Comprehensive Needs Assessment. This Plan should be comprehensive in nature and include all Professional Development funding sources provided to the school.

- **Funding Source:** Identify what funding source will pay for the PD activity.
- **Date:** Date or date range that the PD activity will take place.
- **PD Activity/Description:** Include the name of the activity along with information such as target audience, registration fees, training products purchased, trainer fees, stipends, etc.
- **Number of Staff Trained:** Include all staff members that will participate in the PD activity.
- **Total Costs:** Provide a total of the funds used to pay for the PD activity.

Untitled

Funding Source	Date(s) of Activity	PD Activity/Description	# Staff Trained	Budgeted Amt.
CSI/515	May 27–29, 2026	Solution Tree: PLC at Work (Tulsa, OK)	15	27000
CSI/515	October 13–14, 2025	Trauma-Sensitive Instruction: Creating a Safe and Predictable Classroom Environment Workshop (Charleston, SC)	10	27700
CSI/515	October 13–14, 2025	School Improvement for All Workshop (Seattle, WA)	10	27700
CSI/515	October 8-9, 2025	Solution Tree: Yes We Can!	5	13706
CSI/515	November 8, 2025	Oklahoma Association for Bilingual Education Conference 2025	10	500

Describe the professional development and other activities offered to teachers, paraprofessionals, and other school personnel to improve instruction and effective use of data from academic assessments to inform instructional practices.

Deacribe the clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

Narrative

Teachers will attend PLC training and professional development in order to increase the effectiveness of Tier I instruction. Attendance at conferences offsite will also help our teachers increase their pedagogy at a faster pace. This will include several conferences targeted to the specific needs of individual teachers. These include, but may not be limited to the following Solution Tree events: The PLC at Work Institute, Trauma-Sensitive Instruction Workshop, School Improvement for All Workshop. Costs to attend these professional developments will include registration at conferences, hotel stays, per diem, mileage and/or airfare. When they return, attendees will act as Site coaches in professional developments before school and during targeted PLC time, to ensure this is a focus in the event, teachers will have to apply and be approved through rigorous consideration to attend. They will also participate as in-class coaches within their departments teaching the strategies they learned in the class environment of their teammates.

Our Admin Team and ICs will receive professional development surrounding Instructional Coaching to ensure that coaching is effective and efficient, resulting in strengthening teacher skills and increasing student outcomes.

Section VI Notes
☐ Yes ☒ No

Plan Submission [SchoolInfo2.ApproverName1]

Submission of this plan indicates the following:

- I, Steve Smith, the principal, have convened a site-level team to develop and review the plan and this document is the result of this team's work;
- This plan is aligned with the needs expressed by an examination of your school's data and a creation of a needs assessment document;
- Submission of this plan represents a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitor progress.
- I confirm that this plan is a living document and that adjustments will likely be needed based on ongoing data review, periodic in-depth analysis, and reflection.
- This plan is now ready to be reviewed by my supervisor and other district administrators;
- This plan is ready to be submitted to the Oklahoma State Department of Education.

Principal's Signature **Initial**
 Submission
 Date



8/22/2025

Principal Supervisor Review Dr. Trina Resler

I, Dr. Trina Resler, the Principal Supervisor, have reviewed this plan, agree to support the implementation and frequent review of the plan, and ensure this plan becomes and remains a living document.

Supervisor's Signature

**Supervisor
Approval Date**

8/22/2025

Trina Resler

Federal Programs Review Charleen Hudson

**Federal Program's
Signature**

**Final Approval
Date**

9/4/2025

Charleen Hudson

Review Cycle. To be completed at the end of each 9 weeks with the Principal Supervisor.

☐ **First 9
Weeks**

☐ **Second
9 Weeks**

☐ **Budget
Review**

☐ **Third 9
Weeks**

☐ **Final**

Review Notes

☐ Yes ☒ No