SCHOOLWIDE PLAN
Every Student Succeeds Act, Section 1114

School Year: 2023-2024

DATE LAST REVIEWED
Date: 8/16/2023

DISTRICT INFORMATION	
District Name:	Moore Public Schools
County/District Code:	14/I-002
Superintendent Name:	Dr. Robert Romines
Telephone:	(405) 735-4200
Email address:	Robertromines@mooreschools.com

SCHOOL INFORMATION	
School Name:	Apple Creek Elementary
School Site Code:	135
Principal Name:	Rachel McNear
Telephone:	(405) 735-4100
Email address:	Rachelmcnear@mooreschools.com
School Poverty Rate	57.66%

INSTRUCTIONS
Each of the five sections of the plan is composed of three parts. • The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met. • The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under "Meets Expectations." Corresponding points under the headings "Developing" and "Does Not Meet Expectations" are provided for the sake of clarity. • The third part is a text box where narrative answers are to be entered. There is no word or character limit.

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. [ESSA, 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. [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)]

Meets 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.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I schoolwide plan.
3. The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.
4. The Title I schoolwide plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.
4. The Title I schoolwide plan is posted in English on the school's website.

Addressing the above expectations, describe in the box below the strategies to increase family and community stakeholder involvement.

Apple Creek teachers and staff are committed to the involvement of parents in their children's education. Through Title I funds, parents are given opportunities to attend informational meetings and events to give them ideas and strategies to increase their students' academic performance.

Apple Creek has developed a Parent Community Advisory Council, PCAC, to ensure the involvement of our stakeholders in the planning of parent involvement activities. This committee is comprised of administrators, teachers and parents. The committee meets twice a year, once in the Fall and once in the Spring. In the Fall, the purpose of the meeting is to inform the members of our Title I plan for the year and the parent activities we have planned. We decide when to hold the events and members are asked to share ideas on what topics to focus on. The meeting in the Spring is to update and review the plan and make suggestions on parent activities we should have next school year. We utilize parent evaluations received throughout the year following events and parent surveys sent out in March.

An annual parent informational meeting is held to inform parent about Title I and the services available to them. Teachers, parents and students are asked to evaluate our Title I program and all that it provides through surveys online and in paper format. Title I pamphlets along with parent/teacher/student/administrator compacts, District and Site Parent Involvement Policy, and Parents' Right to Know information is distributed at the beginning of each school year. Parent involvement activities are advertised through notes home, reminder stickers, emails, school marquee, posters, school and district websites, Facebook and communication apps. These advertisements and invitations are sent out with plenty of notice and vary in times so that all parents have the opportunity to participate.

Parents are also informed and encouraged to gain access to their students' grades and academic performance. Online grade books are provided for teachers to input scores and parents can gain login information anytime through the front school office. Parents are given a parent report explaining their students' OSTP scores provided by the Oklahoma State Department of Education. These are distributed as soon as the school receives them. Apple Creek also uses the Accelerated Reader (AR)/Parent Home Connect (Grades 1-6), which allows parents to log into the website and view their child's AR reports. These reports show the child's reading level, which books have been read, and their performance on tests taken. Students and parents also have access to Clever, which is an app that allows them access to on-line curriculum and resources to help with homework and extending their learning from home. Parent/Teacher conferences are held twice a year, one in the Fall and one in the Spring. Accommodations are made for parents who cannot attend during designated conference times and scheduled around their availability.

Our vision for Apple Creek Elementary is to provide a learning environment that promotes academic success, good character, and the life-long skills necessary to be responsible citizens, to see all students learn the district and state standards specific to each grade level, as well as the life principles necessary for positive character development. Our goal is to assist students as they work to reach their fullest potential. As a team, we will monitor student success through formal and informal assessments. Individualized and small group remediation, with the utilization of a variety of resources and techniques, will be enacted for each student who requires further support. We developed a school creed around the word RESPECT. Each letter stands for a character trait; responsibility, effort, spirit, pride, enthusiasm, courtesy and teamwork. Each month, our counselor chooses "Spotlight Students" in each grade level. These students are recognized for being good examples of the character traits.

Moore Public Schools contracts with Multilingual Communications Services for on-site translation services in cases where communication with non-English speaking families is needed. This translation service can translate the Title I Schoolwide Plan to all stakeholders in any language requested. An appointment would be made for the required language specific translator at either the school site or the Moore Public Schools Administration Service Center. This conference is set up through the district's Student Services Department. The Title I Schoolwide Plan is available electronically on the district's Title I webpage and on the school's Title I webpage, as well as printed in the school's Title I Public File. In addition, parents and community stakeholders can request an email or printed copy at any time.

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. [ESSA, Section 1114(b)(6)]

Meets 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 school's 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.

Developing
1. Includes performance and/or non-performance data gathered from a limited number of sources.
2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 1111(c)(2) of ESSA.
3. Examines student strengths and needs.
4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students in general.

Does Not Meet Expectations
1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
2. Includes analysis of the student body as whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in 1111(c)(2).
3. Examines student deficits.
4. School administrators have not clearly and transparently identified and communicated the school's priorities.
5. Evidence does not show that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students.

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 plan.

Our Title I plan was developed using a comprehensive needs assessment to ensure we are meeting the needs of all of our students. We utilize a variety of data including performance, non-performance, process and perception data. Data is collected through classroom observations, various assessments, and progress monitoring to determine the strengths and needs of students.

The previous years' OSTP scores are used to determine grade level needs and additional resources required. STAR EL scores are used to guide intervention and instruction for kindergarten and first grade students in Reading and Mathematics. STAR Reading and Math scores are used to guide intervention and instruction for second through sixth

grade students. Teachers continually progress monitor at-risk students to ensure student success. Attendance data is monitored and used to identify students and families who are at risk for limited academic progress. The district and school sites work closely to support families and encourage regular school attendance.

Data is analyzed monthly through collaborative conversations by administrators, school psychologist, teachers, and reading specialist and shared with stakeholders when appropriate. Moore Public Schools uses the Response to Intervention (RTI) model to provide skill specific intervention to students who are below grade-level in Reading and Mathematics. In addition, data is used to make instructional decisions for whole class, small group, and individual students, as well as, to measure student growth towards proficiency in the Oklahoma Academic Standards. Below are the results of each type of data we gather and analyze to make academic decisions.

OSTP Results								
3rd Grade	**Below Basic**		**Basic**		**Proficient**		**Advanced**	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
2023	19%	14%	34%	42%	41%	34%	7%	10%
2022	40%	37%	40%	36%	18%	22%	3%	5%
2021	46%	36%	31%	24%	22%	29%	1%	11%
4th Grade	**Below Basic**		**Basic**		**Proficient**		**Advanced**	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
2023	37%	27%	42%	39%	18%	24%	3%	10%
2022	40%	25%	36%	32%	22%	28%	1%	15%
2021	38%	19%	36%	38%	24%	32%	3%	11%
5th Grade	**Below Basic**		**Basic**		**Proficient**		**Advanced**	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
2023	28%	22%	36%	46%	26%	21%	10%	11%
2022	15%	15%	41%	41%	37%	34%	7%	10%
2021	25%	35%	44%	35%	22%	24%	8%	6%
6th Grade	**Below Basic**		**Basic**		**Proficient**		**Advanced**	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
2023	15%	21%	47%	40%	39%	34%	0%	5%
2022	22%	28%	47%	42%	27%	27%	5%	3%
2021	17%	21%	59%	59%	23%	14%	2%	6%

The STAR assessment is given to students in K-6th grade to assess their ELA and Math proficiency. The assessment is aligned with the Oklahoma Academic Standards. The following information summarizes the STAR data from 2022-2023:

2022-2023 STAR				
Kindergarten	Benchmark	On Watch	Intervention	Urgent Intervention

	Benchmark		On Watch		Intervention		Urgent Intervention	
	BOY	**EOY**	**BOY**	**EOY**	**BOY**	**EOY**	**BOY**	**EOY**
Early Literacy 2022-2023	78%	85%	15%	7%	4%	2%	2%	6%
Early Literacy 2021-2022	63%	78%	15%	8%	11%	10%	11%	5%
1st Grade	**Benchmark**		**On Watch**		**Intervention**		**Urgent Intervention**	
	BOY	**EOY**	**BOY**	**EOY**	**BOY**	**EOY**	**BOY**	**EOY**
Early Literacy 2022-2023	71%	55%	9%	24%	11%	13%	9%	8%
Early Literacy 2021-2022	57%	80%	13%	8%	13%	7%	17%	4%
2nd Grade	**Benchmark**		**On Watch**		**Intervention**		**Urgent Intervention**	
	BOY	**EOY**	**BOY**	**EOY**	**BOY**	**EOY**	**BOY**	**EOY**
Reading 2022-2023	50%	75%	17%	9%	17%	9%	16%	7%
Reading 2021-2022	50%	69%	13%	10%	11%	5%	24%	16%
Math 2022-2023	56%	74%	20%	10%	17%	13%	8%	3%
Math 2021-2022	46%	60%	28%	25%	16%	7%	11%	8%
3rd Grade	**Benchmark**		**On Watch**		**Intervention**		**Urgent Intervention**	
	BOY	**EOY**	**BOY**	**EOY**	**BOY**	**EOY**	**BOY**	**EOY**
Reading 2022-2023	56%	80%	17%	9%	15%	4%	12%	7%
Reading 2021-2022	45%	58%	13%	20%	22%	11%	19%	11%
Math 2022-2023	71%	85%	15%	4%	10%	9%	4%	2%
Math 2021-2022	54%	66%	16%	25%	19%	7%	10%	10%
4th Grade	**Benchmark**		**On Watch**		**Intervention**		**Urgent Intervention**	
	BOY	**EOY**	**BOY**	**EOY**	**BOY**	**EOY**	**BOY**	**EOY**
Reading 2022-2023	56%	74%	23%	16%	11%	8%	11%	2%
Reading 2021-2022	57%	77%	13%	8%	16%	6%	14%	8%
Math 2022-2023	63%	77%	13%	11%	13%	8%	10%	5%
Math 2021-2022	62%	82%	9%	7%	14%	5%	15%	6%
5th Grade	**Benchmark**		**On Watch**		**Intervention**		**Urgent Intervention**	
	BOY	**EOY**	**BOY**	**EOY**	**BOY**	**EOY**	**BOY**	**EOY**
Reading 2022-2023	58%	63%	17%	18%	17%	12%	8%	6%

	Benchmark		On Watch		Intervention		Urgent Intervention	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Reading 2021-2022	65%	70%	20%	14%	8%	6%	8%	10%
Math 2022-2023	67%	72%	20%	8%	12%	8%	2%	12%
Math 2021-2022	73%	79%	16%	7%	6%	8%	4%	6%

6th Grade	Benchmark		On Watch		Intervention		Urgent Intervention	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Reading 2022-2023	61%	64%	20%	16%	15%	16%	4%	4%
Reading 2021-2022	49%	33%	15%	19%	28%	22%	8%	25%
Math 2022-2023	79%	89%	17%	4%	0%	7%	4%	0%
Math 2021-2022	62%	61%	20%	6%	10%	15%	8%	18%

Non-Performance Data

1. Student Enrollment by Gender

Year	Total Enrollment	# Male	% Male	# Female	% Female
2022-2023	534	253	47%	281	53%
2021-2022	524	254	48%	270	52%
2020-2021	489	229	47%	260	53%

2. Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% America Indian	% Hispanic	% Asian/ Pacific Islander	% White	% Other
2022-2023	534	6%	5%	21%	1%	51%	16%
2021-2022	524	6%	4%	22%	1%	49%	18%
2020-2021	489	6%	3%	19%	0%	50%	22%

3. Students Eligible for Free and Reduced Lunch Program

Year	Number	Percent of Population
2022-2023	308	57.66%
2021-2022	264	50.38%
2020-2021	268	50.38%

4. Students Participating in Title I Programs

Year	Program Enrollment	Percent of Population
2022-2023	534	100%
2021-2022	524	100%
2020-2021	489	100%

5. Student Attendance

Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female

2022-2023	496	92.9%	No Data			
2021-2022	489	93%	236	48%	253	52%
2020-2021	472.88	94.92%	223.92	95.02%	248.96	94.83%

6. Student Tardy Rate

Year	Average Daily Tardies	Percent of Student Population	# Male	% Male	# Female	% Female
2022-2023	No Data					
2021-2022	4	1%	125	49%	120	44%
2020-2021	5	1%	105	43%	116	44%

7. Student Mobility Rate

Year	Full Academic Year (FAY)		Non Full Academic Year (NFAY)	
	# Students	% Student Population	# Students	% Student Population
2022-2023	444	83%	92	17%
2021-2022	465	89%	59	11%
2020-2021	460	83%	95	17%

8. DELETED April 2019

9. Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population
2022-2023	40	7%
2021-2022	40	8%
2020-2021	29	6%

10. DELETED April 2019

11. Highly Qualified Teachers (HQT) and Paraprofessionals

Year	Number of Certified Teachers	Number of HQT	Number of Non HQT
2022-2023	37	36	1
2021-2022	41	38	3
2020-2021	35	35	0

Year	Number of Paraprofessionals	Number of HQT Paraprofessionals	Number of Non HQT Paraprofessionals
2022-2023	7	7	0
2021-2022	8	8	0
2020-2021	10	10	0

12. Teaching Experience

Year	Number of Certified Teachers	Years of Experience					
		0-2	3-5	6-10	11-15	16-20	20+
2022-2023	37	7	3	8	5	8	6
2021-2022	41	6	3	11	8	6	7

| 2020-2021 | 35 | | 0 | 8 | 10 | 7 | 4 | 6 | |

13. Education

Year	Number of Certified Teachers	Degree Received					
		Bachelor's	Bachelor's+ 15	Master's	Master's +15	Doctorate	National Board Certification
2022-2023	37	13	10	10	4	0	1
2021-2022	41	18	5	14	2	1	1
2020-2021	35	17	3	12	3	0	1

14. Teacher Turnover Rate

Year	Number of Returning Teachers	Number of New Teachers	Percentage of Turnover
2022-2023	26	11	30%
2021-2022	33	*9	24%
2020-2021	33	2	6%

*This number includes positions that were added due to growth that were not necessarily turnover positions.

Behavior- According to the behavior summary report in Infinite Campus, there were 67 total suspensions. 23 suspensions have been out of school for reasons such as fighting, assault of staff members, threatening another student, or creating a major classroom disturbance. We have had 31 in-school suspensions for reasons such as student conflict, use of profanity, and lack of cooperation.

Process Data

Apple Creek uses the RTI, Response to Intervention, model to identify students who are at risk academically. We use STAR data along with phonological awareness and phonics screeners to analyze and guide instruction for all students. We also have monthly grade level team meetings to track the academic growth of the lower performing students. This is a school-wide initiative. Our monthly RTI meetings are attended by the principal, reading specialist, school psychologist and the grade level teachers. Sometimes the counselor, special ed teachers and targeted intervention specialist attend if needed. At each meeting, teachers are expected to bring their data and be ready to report the progress of students below benchmark. The principal, reading specialist and school psychologist help the teachers by offering suggestions, fidelity checks, intervention ideas and goal decision-making.

Teachers are expected to have a 30-minute block of time designated to RTI in reading and/or math. This model helps teachers to differentiate their instruction to meet each student's individual needs. The data collected is input into our online data graph which tracks students' progress monitoring scores. These graphs are viewed during RTI meetings to see if interventions have been effective, need to be changed, or if the special education referral process needs to be started. If a student is not making progress in Tier 1, they are moved to Tier 2. In Tier 2, teachers add minutes or number of days to intensify intervention. If the students are still not making progress, they are moved to Tier 3. This is a one-on-one intervention with increased days or minutes. At this point, the team has met many times and the instructional goals have been adjusted. If the student does not show improvement here, they are referred to the special education

team. To determine which students are served through Title I, the homeroom teachers and the Title I staff review data and teacher input is given on what students' academic needs are.

Oklahoma Schools are given an A-F School Report Card based on indicators for an academic year and the results of the OSTP. These indicators are academic achievement, academic growth, ELP progress, and Chronic Absenteeism. Academic achievement and growth are also broken down into subgroups based on the school's population. Schools are awarded a letter grade for each indicator. These scores are calculated to give the school an overall grade. Our overall grade for the 2021-2022 school year was a B. This data will be updated when a new A-F School Report Card is issued for the 2022-2023 academic year.

Oklahoma Report Card					
Year	Academic Achievement	Academic Growth	English Language Proficiency Progress	Chronic Absenteeism	Overall
2021-2022	B	B	D	F	B
2020-2021	No data due to COVID-19				
2019-2020	No data due to COVID-19				

Perception Data
We utilize teacher/staff surveys, parent/community surveys and student surveys to gather perception data for our school each year in the spring. The parent survey is created on-line, and a link is sent home via homeroom teachers' communication apps. A paper copy of this survey is sent home in Thursday Folders as well. The teacher/staff survey is also created on-line and the link is emailed for them to complete. The Title I teacher compiles and analyzes the data to make plans for the following year. Student surveys are sent to students as an on-line form. The results of the surveys are below.

We had 127parent surveys returned. The results are based on the surveys returned, not the total school population. Results from parent needs assessment show that 97% of parents surveyed feel that Apple Creek is providing a quality education for their students. Out of reading, math and technology; parents feel that reading is the most important area of focus followed by math and then technology. Overall parents feel like our events are helpful and like them held during the mid-evening time. The events parents liked most were the Math Madness Family Night and Book Bingo. For future events, parents showed interest in another book hunt and literacy/math scavenger hunt. They also suggested we provide food and/or concessions at these events. Parents feel like most of the programs/services offered at Apple Creek are beneficial to their students. These include IXL, Waterford, Title I intervention, technology and teacher communication. Some parents feel the school website, parent portal, and Clever are hard to navigate.

There were 18 members of the Apple Creek faculty and staff that took this survey. The questions on the survey ask respondents to review our schoolwide plan and provide suggestions for the next school year. Results from the teacher needs assessment show that overall teachers are satisfied with the Title I program at Apple Creek. The topics surveyed were scheduling, RTI , parent involvement, professional development, purchasing/budget, and students serviced. For the 2023-2024 school year Apple Creek will focus on reading intervention for students not meeting benchmark goals. Each grade level will meet with the Title I reading specialist and targeted intervention specialist to review test data and

decide which students to pull. If the budget allows, teachers would like Title I to continue to fund Pebble Go/Next and Xtra Math (or other math fact software) subscriptions as well as purchase supplemental materials to improve classroom instruction and hire additional tutors. Some ideas given for professional development include small group implementation, RTI training, reading/math/writing strategies, and intervention make and take activities. Some teachers also expressed that they would like more communication and collaboration with Title I.

Results from the student needs assessment show that most students feel safe at Apple Creek and that their teachers care about their education. The students responded with positive feedback regarding the various supplemental programs including IXL, Waterford, Prodigy, Accelerated Reader and Pebble Go/Next. Most students felt good about their knowledge and use of Clever and Canvas to access programs and complete classwork. Students were also offered the opportunity to give written responses stating what they wish their teachers would do and what would make our school better.

Data for student subgroups
Below is the performance data for student subgroups as identified in our school's 2021-2022 A-F report card. The above performance data shows the overall performance of our school as a whole. This section focuses on the academic achievement in ELA and Math performance of our student subgroups. There is also a breakdown of each subgroup and their composite score with a letter grade on the other indicators which are, Academic Growth, English Language Proficiency Progress, Chronic Absenteeism and Overall Grade. Some groups did not have enough data to receive a score. Due to the COVID pandemic, this is the first school report card the state has issued since 2019. This data will be updated when the state issues the 2022-2023 report card.

2021-2022 Academic Achievement

COMPOSITE	Advanced	Proficient	Basic	Below Basic
All	7%	28%	38%	26%
Students with Disabilities	3%	27%	39%	31%
Economically Disadvantaged	7%	16%	34%	43%
Two or More Races	10%	43%	33%	14%
White	9%	39%	41%	11%
ELA	**ADVANCED**	**PROFICIENT**	**BASIC**	**BELOW BASIC**
Students with Disabilities	4%	13%	33%	49%
Economically Disadvantaged	1%	22%	44%	32%
Two or More Races	4%	38%	42%	15%
White	5%	37%	45%	12%
All	4%	27%	40%	29%
MATHEMATICS	**ADVANCED**	**PROFICIENT**	**BASIC**	**BELOW BASIC**

Students with Disabilities	9%	19%	34%	37%
Economically Disadvantaged	4%	30%	34%	32%
Two or More Races	15%	38%	27%	19%
White	12%	38%	37%	12%
All	10%	29%	36%	25%

2021-2022 Oklahoma Report Card for Student Subgroups				
Student Subgroup	Academic Achievement	Academic Growth	Chronic Absenteeism	Overall
Students with Disabilities	62% C	51% C	74.77% F	49% C
Economically Disadvantaged	59% C	68% B	68.32% F	55% C
Two or More Races	79% B	78% B	78.49% F	69% B
White	70% B	71% B	79.67% F	63% B

2021-2022 English Language Proficiency Progress
This information shows the percentage of students meeting their targets and on track to exit on time.

Student Group	Proficient Prior Year	Proficient Auto Exited	Proficient Exited	On-Track	Not on-Track
English Learner	9%	6%	9%	6%	68%
Hispanic	6%	6%	6%	6%	72%

Student, teacher, school and community strengths and weaknesses
All students have access to iPads and/or laptops and are able to engage in learning experiences through technology. Apple Creek has a very interactive Media Center and students take advantage of the available resources. Our students need more small-group collaboration and instruction opportunities in the classroom. Also, students continue to need more social/emotional learning included in their daily instruction. Teachers participated in monthly grade-level RTI meetings and were able to discuss their students' academic concerns effectively. Teachers utilize technology devices that are available for check-out and are incorporating technology into their lessons more. Also, our faculty wants to engage with our stakeholders for family events and we have a strong response of them wanting to plan family events and school to home engagement. All teachers utilize a communication app to keep in contact with parents.

Our teachers have expressed needing more training and guidance on effective implementation and documentation of RTI as reported in the Title I Teacher/Staff survey. Specifically, they want to know what interventions and strategies to use for students struggling in reading and math to help with differentiation and small-group instruction. In order to

decrease the number of students performing below benchmark, we will continue to work together to help strengthen core instruction. Teachers also need continued tech integration training to make classroom instruction more effective.

Our school faculty and staff work together to develop, implement, and evaluate our comprehensive schoolwide plan that communicates our purpose, directions, and action plan focused on teaching and learning. Faculty participation in family events has continued to improve. We are confident that participation will increase as we have more in-person events. All grade levels hold parent meetings at the beginning of the year to inform parents of their classroom expectations. We have many positive comments from parents about our school, communication and parent involvement. We need to continue communication between teachers and grade levels about students moving to the next grade level. The collection and recording of data still continues to improve each year. We will keep records of data that show growth over time and even from grade to grade. Our execution of family events and publicizing of these events has improved. We need to improve follow-up after those parent meetings at the start of the year. We need to streamline the way teachers communicate and share student work with parents.

Based on the comprehensive needs assessment, our Title I planning committee decided on the following 3 Schoolwide SMART goals for the 2023-2024 school year.

Goal 1: In 2023-2024, the number of students scoring at or above benchmark on the STAR EL/Reading will increase by 20% in grades K-2 and 15% in grades 3-6.

Goal 2: In 2023-2024, the number of students scoring at or above benchmark on the STAR EL/Math will increase by 20% in grades K-2 and 15% in grades 3-6.

Goal 3: In 2023-2024, all K-6th grade students will participate in technology-oriented lessons that result in authentic learning in their reading and math classrooms and learn how to utilize technology for research, presentations and assessments.

Data collected from STAR EL, STAR Reading, and STAR Math is used to determine if our site goals are being met. Our focus goals in reading for the 22-23 school year were met in 2nd – 4th grade. From the fall of 2022 to the spring of 2023, we saw increases in students meeting 40th percentile in reading and math all grades except 1st grade. Through the RTI process our RTI teams have been able to successfully identify students who were best served in the special education classrooms. Apple Creek has been working towards technology integration and authentic teaching and learning with technology. Evidence shows that our schoolwide plan and cycle of continuous improvement have improved outcomes for our students, particularly those most at-risk in reading. The data below shows the percentage of students scoring at-or-above benchmark. BOY=beginning of year and EOY=end of year. This data shows a strength in the number of students moving from below benchmark to meeting benchmark by the end of the year in reading and math, except in 1st grade. However, we would like to see the percentages of students meeting the benchmark increase. This further shows the need for stronger core instructional delivery and more skill-based small group instruction in math and reading in grades K-6.

STAR 2022-2023
% of students scoring benchmark or above

Grade	BOY Reading	EOY Reading	BOY Math	EOY Math	% Increase/Decrease
Kindergarten	78%	85%	NA	NA	+7%
1st Grade	EL: 71%	EL: 55% Reading:38%	NA	NA	EL: -16%
2nd Grade	51%	75%	55%	%74	Reading:+24% Math:+19%
3rd Grade	58%	80%	71%	85%	Reading:+22% Math:+14%
4th Grade	56%	74%	63%	77%	Reading:+18% Math:+14%
5th Grade	58%	63%	67%	72%	Reading:+5% Math: +5%
6th Grade	61%	64%	79%	89%	Reading:+3% Math: +10%

2022-2023 Goal: K-2 will increase by 20%; 3rd-6th will increase by 15%

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 section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies 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; and
- 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. [ESSA, Section 1114(b)(7)(A)(iii)]
- provide professional development 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;
- be evidence-based as defined in ESSA, Section 8101(21)(A).

Meets 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.

Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the comprehensive needs assessment, and may result in limited improvements in student learning.
3. Additional on-going assistance is provided for students experiencing difficulty meeting State standards.
4. The school uses clear criteria and processes for addressing behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the comprehensive needs assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student behavior problems.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

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.

All curriculum taught in Moore Public Schools is research and evidence based and provides enrichment for high-achieving and remediation for at-risk students. These strategies are proven effective through data obtained in curriculum embedded assessments, STAR and OSTP scores. Curriculum is only adopted if it is in alignment with Oklahoma Academic Standards. Teachers use the scope and sequence provided by the curriculum as well as pacing guides provided by our curriculum department to plan instruction, making sure to teach to all tiers of students. MPS introduced

STEAM in 19-20 for all elementary schools and is implementing the program through the high schools. This allows for all students to have access to much needed instruction and exploration in the areas of science, technology, engineering, art and music.

Classroom teachers provide instruction for all students through whole group, small group and individual instruction as needed. Teachers work with small groups of students for intervention based on behavioral and academic data. Student data is collected through benchmark testing, weekly progress monitoring, and teacher observations. Students are monitored and evaluated for these interventions based on formal and informal assessments. Data is tracked through the RTI process and timely intervention occurs for students who are not performing at a proficient level. Students have access to many resources that provide additional assistance throughout the day. These services include but are not limited to: Title I intervention, ELL tutoring, Indian tutoring, speech services, special education services, intervention with the targeted intervention specialist and summer school. Students are identified for these programs using appropriate assessments. The district participates in child-find to identify students as young as 3 in the community who might need Special Education Services. These may include speech, occupational therapy and/or physical therapy. The site will determine appropriate instructional strategies through on-going evaluation of the data that is collected throughout the year.

Title I funds are spent in ways that support the Title I goals. This includes purchasing additional technology devices, subscriptions for supplemental reading and math software and/or instructional materials, hiring tutors, professional development, and hosting parent involvement events. Moore Public Schools provides Title I Summer School each year as an extension to the school year. Families are informed through paper invitations, Parent/Teacher Conferences, and phone calls from home room teachers. STAR is administered throughout summer school to track student achievement. Home schools and parents are notified of student attendance and achievement at the conclusion of the summer program.

Moore Public Schools uses the Response to Intervention (RTI) model to provide skill specific intervention to students who are below grade-level in Reading and Mathematics. RTI focuses on Reading/ELA and Mathematics to improve student outcomes for at-risk students. Teachers continually progress monitor at-risk students to ensure student growth. In addition, data is used to make instructional decisions for whole class, small group, and individual students, as well as, to measure student growth towards proficiency in the Oklahoma Academic Standards. STAR EL/Reading and Math scores are used to guide intervention and instruction for K-6th grade students. Apple Creek has worked hard towards the implementation of this Three-Tier, RTI model providing the following alternative layers of instruction for our students:

- Tier 1 – A 90-minute literacy block of uninterrupted reading instruction which all students receive.
- Tier 2 – Tier 2 consists of 10-20 minutes of small group reading/math instruction 2-3 times a week for those students that did not score benchmark (this instruction is in addition to the core reading instruction). This intervention is implemented during the schoolwide RTI time.
- Tier 3 – For those students not progressing in Tier 2, it is recommended that they receive additional intensive reading instruction, preferably one-on-one with a qualified teacher.

We use a 4x4 model recommended by the district. With this model, teachers provide instruction at least 4 times before progress monitoring and there must be 4 data points above, or below the aim line in order to change an intervention or goal.

Students in grades K-6 in need of intervention are placed on a Response to Intervention Plan of Instruction and monitored weekly or every other week. Teachers use on-going progress monitoring data to analyze scores and student responses for identification of deficient skills, to place students into small intervention groups, and as an indicator of whether the intervention is working. Data gained from benchmark assessments and progress monitoring assessments are used to evaluate effectiveness of our intervention programs.

Moore Public Schools offers a range of extended learning opportunities within and beyond the school day and school year. As mentioned above, Title I Summer School is offered to students in grades K-2. There is also RSA summer school for students in 3rd grade that were placed on an Academic Progress Plan during the year. Incoming kindergarten students are given the following materials to prepare for the upcoming school year: a book, flashcards to practice

letters/numbers/colors/shapes, cards, upper and lowercase letter mats, scissors, crayons, and a packet of activities. Apple Creek students are also able to access many on-line resources from home to extend their learning. These include IXL, Waterford, Prodigy, PebbleGo/Next, MyON (district provided during the summer) and many other resources that students can access from our school website and student dashboard on Clever.

A yearly professional development plan has been developed at the district level as well as the site level. The district has an Academic Resource Team, and the site has a Site Professional Development Committee. This committee may include teachers from different grade levels or content areas, the media specialist, the Title 1 reading specialist, and/or site administrators. These committee members meet throughout the year and determine the areas of need for professional development for the site as well as using the comprehensive needs assessment as a guide. After they determine the need, the faculty is surveyed and an overall plan for professional development is developed. The data sources used to indicate the needs for chosen professional development are STAR, OSTP, subject area tests, Individualized Education Plans, teacher surveys, benchmark data, and district requirements. These data sources will drive the needs for professional development throughout the year. All professional development opportunities are aligned with the goals of the Schoolwide/School Improvement Plan. Implementation of learned strategies is monitored by the site principal and the reading specialist/literacy coach through classroom observation and walkthroughs, RTI meetings, and overall student achievement. At the site and district level, teachers are supported and encouraged to facilitate professional development for other teachers to show what they have learned. Curriculum coordinators offer monthly PD in specific content areas as well as Oklahoma Standards training. Other professional development opportunities include Teachers Need Teachers Day, Site Improvement Day, book studies, and other various workshops. Apple Creek provides professional development opportunities that are specific to the needs of our school. Regular RTI meetings serve as an additional opportunity to imbed PD and horizontal/vertical planning into regular contract hours. Apple Creek considers reading and literacy, math, writing across the curriculum, RTI and interventions, classroom management and school climate to be priorities with professional development to reach our schoolwide goals.

The Moore District teams with local universities, attends local job fairs, and partners with student teachers for possible future employment. Open positions are posted on the district website. Also, the district provides competitive wages to future teachers. The new teacher orientation process provides a new teacher orientation for all teachers that are new to the Moore District. The mentoring program teams an entry year teacher with an Academic Resource administrator and/or Instructional Coach who observes, offers insight, and is a resource for new teachers and/or emergency certified teachers. In addition, principals can refer struggling teachers to be paired with curriculum coordinators for more intense mentoring in needed areas. All buildings and facilities are maintained by the district. Teachers have current, researched based curriculum and textbooks as well as teaching resources and materials. Buildings have updated technology and provide ongoing training for all teachers. The Title 1 teacher/literacy coach serve as a resource for all grade level and content area teams to support new and experienced teachers. Title 1 funds at high poverty, low-performing schools provide additional resources, technology, classroom materials, and professional development opportunities. Teachers are also encouraged to participate in the MPS Foundation grants each year for items or materials needed in the classroom. The district works with local universities to provide cohort opportunities for enhanced degrees to encourage and ease the burden of attending in a traditional format. Informational meetings are held to inform teachers of the process in attaining National Boards

4. Coordination and Integration

☒ 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. [ESSA, Section 1114b(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. [ESSA, Section 1114b(7)(B)]

Meets 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.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.

Addressing the above expectations, complete the table below. Then, describe in the box below the ways in which funds are to be braided the Title I schoolwide program.
The Apple Creek Title I Planning Committee meets at least twice during the school year to discuss how Title I funds are used. We use the results of our needs assessment to evaluate and plan as well. This year we focused on personnel, technology and supplemental reading and math resources/materials. Title I funds were used to hire a certified reading specialist and Title I highly qualified assistant. This allows students in grades K-3 to be served in a small group intervention setting. Students are able to fill gaps in knowledge, meet RTI goals, and increase district benchmark and OSTP scores. The technology and resources are used to supplement classroom instruction and target reading and math skills that students struggle with based on performance data. All instruction is required to be focused on achieving the objectives of the Oklahoma Academic Standards. Title I funds are spent on supplemental materials to target the core standards in Reading, Language Arts, Writing, and Mathematics.
Our district follows federal guidelines in helping coordinate programs for qualifying students for additional assistance that supports their success in school. Students who qualify for Title 1, ELL, Indian Education, Guidance/Counseling, Mental Health services, Free and/or Reduced Lunch, and Special Education, including Speech, are enrolled in the qualifying programs as quickly as possible after evaluations take place. The students receive these services until their support team determines that they no longer qualify and/or require the service. Additionally, funds secured through the Reading Sufficiency Act (RSA) are used to coordinate targeted instruction, fund tutors, and provide Summer Academy for qualifying individuals in grades K-3. Outside services that benefit from achieving state standards include grants, community partnerships, volunteers, and tutors. These services help improve academic achievement district wide. Moore Public Schools strives to serve any and all students who might be in need of academic, social, emotional, and/or special education services at any point during their education through Title I, Title III, Title IV, Indian Education and/or Special Education. Utilizing the Child Find Program, we identify students in the community; at an early age, who might be in need of special education services and work to provide families with education and support before their child even begins school. Once a child begins school, any need that is identified is quickly addressed by either Title I, ELL, Indian Education, Speech, and/or Special Education; in addition to other programs that are available within the district depending on the student's needs and qualifications. We see it as our duty to ensure that all students' needs are being

met. We have implemented social and emotional programs at all our elementary, junior high, and high schools through our school counselors and licensed professional counselors and we work to identify any student who might be in need of additional outside counseling services.

Moore Public Schools works with all school sites and programs to ensure that funds from State and Federal programs are being used in the way they were intended to be used. The district utilizes Federal Programs Coordinators who work with the school sites to develop programs and hire staff to carry out programmatic roles and responsibilities directly related to such programs listed below. The district's Federal Programs Coordinators actively participate in consortium meetings with other local districts to help ensure an understanding of current programmatic practices and maintain these procedures are being followed as well as working closely with Oklahoma State Department offices and programs.

- Title I – funds will be used to meet the needs of at-risk and underprivileged youth at sites with more than 40% poverty.
- Title II – funds will be used to improve teacher education; retain and recruit highly skilled teachers for at-risk skills and high needs subject areas.
- Title III – funds will be used to provide educational support for English Language Learners.
- Title IV – funds will be used to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.
- Indian Education – funds will be used to provide educational supports for students of Native American heritage.
- Special Education – funds will be used to provide educational support for students with learning disabilities including but not limited to IEP, 504, OT and PT
- RSA – This is an Oklahoma State law that provides funding for students in grades K-3 to ensure that students are reading on grade level by the end of third grade.

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. [ESSA, Section 1114(b)(3)]

Meets 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.

Developing

1. School leadership uses state assessment results to annually evaluate the Title I schoolwide plan.
2. The monitoring and revision of the Title I schoolwide plan is based upon limited types of data and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I schoolwide plan.

2. Some monitoring of the Title I schoolwide plan takes place, but there is not a process to regularly adjust the plan to increase student learning.
3. School leadership reviews student achievement and growth data.

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 and plan revision is an ongoing process throughout the school year. At the beginning of the school year, the Title I reading specialist meets with the faculty and gives an overview of the Schoolwide Title I program. At this meeting members of the faculty are asked to sign up to be on the Title I planning committee. This committee is made of the Title I teacher, a classroom teacher from each grade level, a member of the special education team, the school counselor, media specialist, parents and the principal. This committee is involved in the decision-making process for our program. Each year we have a Fall and Spring Site Base meeting. All stakeholders are invited to attend these meetings including the committee, parents and administration. The Fall meeting is to present the Title I plan for the current year. This includes sharing the goals for improvement, budget plan, intervention plan, parent involvement ideas and introducing the Title I staff. The Spring meeting is held to review the year and share our plan for the upcoming school year. Parents are asked to review and sign the Site Parent Involvement Policy and review our Parent/Teacher/Student compact. The Title I teacher and Principal collect assessment data throughout the year to determine high-quality implementation of our program. This helps us to determine if our goals are being met. This information is shared with teachers at monthly grade level meetings, through emails, and at scheduled faculty meetings.

Data is collected through classroom observations, various assessments, and progress monitoring to determine the strengths and needs of students. The previous years' OSTP scores are used to determine grade level needs and additional resources required. STAR EL scores are used to guide intervention and instruction for kindergarten and first grade students in Reading and Mathematics. STAR Reading and Math scores are used to guide intervention and instruction for first through sixth grade students. Teachers continually progress monitor at-risk students to ensure student success. Goals are adjusted depending on students' growth or lack of growth. These changes are made during RTI meetings. Attendance data is monitored and used to identify students and families who are at risk for limited academic progress. The district and school sites work closely to support families and encourage regular school attendance. Data is analyzed monthly through grade level data meetings by administrators, teachers, and reading specialists and shared with stakeholders when appropriate. In addition, data is used to make instructional decisions for whole class, small group, and individual students, as well as, to measure student growth towards proficiency in the Oklahoma Academic Standards. Our Schoolwide focus goals are presented to stakeholders at the Fall site base meeting. In the Spring, the Title I committee meets to determine if these goals were met. If any goals were met, we decide if we should increase the goal or not. This is determined by the performance of the grade levels above and below. If the goals were not met, we typically leave them the same.

Interim and summative assessment data is analyzed by school leadership to evaluate instructional practices, determine patterns of student achievement, growth and changes in growth gaps across classrooms, grade levels and content areas. This is accomplished throughout the year, beginning with a teacher in-service day in September. This day is scheduled to provide schools with a full day of reviewing the previous and current years' assessment data including OSTP scores and beginning of the year STAR data. Grade level teams and vertical subject area teams meet and discuss instructional goals. Throughout the year, grade level teams meet monthly for RTI/Data meetings to evaluate student growth and make changes based on RTI data. Grade levels also meet once a week to plan instruction and

discuss curriculum. Subject area teachers may meet occasionally during the year to check for vertical alignment of standards.