Elementary and Secondary Education Act (ESEA) Schoolwide Program Plan

The Title I, Part A Schoolwide Program Plan template was designed to ensure each school site plan is fully developed according to the requirements in ESEA Section 1114. The Title I, Part A Schoolwide Program Plan must be reviewed and submitted annually to the Oklahoma State Department of Education (OSDE) as a part of the Consolidated Application.

1. In the space below, enter the school year (Example 2024-2025) the plan will be implemented.

2025-2026

2. In the space below, enter the date (month, date, year) the plan was last reviewed. The date should be within the current calendar year.

October 13, 2025

3. In the table below, enter the requested information for the district.

District Information	
District Name:	Moore Public Schools
District Number:	I-002
County Name:	Cleveland
County Number:	14
Superintendent Name:	Dr. Robert Romines
Email Address:	robertromines@mooreschools.com

4. In the table below, enter the requested information for the school site.

School Information	
School Name:	Central Elementary
School Site Code:	103
Principal Name:	RaDonna Robbins
Email Address:	radonnarobbins@mooreschools.com
*School Poverty Rate:	73.23%

*Required for the school to report. Please consult with district personnel regarding the rate reported in the Consolidated Application (Grants Management System).

Instructions

The template is composed of five sections. Each section has three parts.

- The first part outlines the relevant passages in ESEA and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part describes the expectations for the narratives.
- The third part is a text box where the narrative responses are to be entered. There is no word or character limit, and the text box will expand.

1. Parent and Community Stakeholder Involvement

☒ By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. ESEA Section 1114(b)(2)
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. ESEA Section 1114(b)(4)
- the school meets the requirements of Section 1116 of ESEA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. ESEA Section 1116 (b-g)

Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

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

Central Elementary teachers and staff are committed to the involvement of parents in their children's education. Title 1 parent/teacher/ student/administrator compacts, District and Site Parent Involvement Policy, and Parent's Rights to Know information is distributed at the beginning of each year through student Thursday folders, posted on our website, or Parent Square communication app. The compacts and policies are updated annually at our spring site-base meetings. Parents are given opportunities to attend informational meetings and events to give them helpful ideas and strategies to increase their students' academic performance. Parent involvement activities are advertised through notes home, emails, district and school websites, and communication apps. Central hosts several parent involvement events, including kindergarten information night for current kindergarten parents, family reading/literacy night, and family math night. Our parent involvement events have been more successful when we team with our media center's book fair and our PTA. Each grade level team provides the parents with activities to teach their children math or reading skills. Other resources available to parents to help their children academically are

Accelerated Reader/Parent Connect (Grades 1-6). This allows the parents to log into the website and view their child's Accelerated Reader reports. These reports show the child's reading level, which books have been read, and their performance on tests taken. Reflex Math (Grades K-6), IXL (Grades PreK-6), Starfall (K-3rd), PebbleGo(PreK-6), and MyON (Grades PreK-6) are available to students and parents from home for those who have internet access. Students find these apps through their Clever accounts. Students can access learning from home through Canvas. Online gradebooks are provided for teachers to input scores, and parents can gain login information through the school's front office. Parents are informed and encouraged to gain access to their students' grades via notes sent home and during parent/teacher conferences. Parent/Teacher conferences are held twice a year; one in the fall and one in spring. Accommodation can be made for parents who cannot attend during designated conference times and scheduled around their availability. Teachers communicate with parents daily through phone calls, emails, flyers sent home in Thursday Folders, or Parent Square. Communication is documented with each teacher's logbook. Our PTA schedules monthly meetings for parents and teachers to inform them of what events are occurring with the school or community. The PTA and our school also maintain a Facebook page for our patrons. Central encourages parents and teachers to be active partners. Parents and community stakeholders reflect the demographic composition of Central Elementary. Central establishes a committee each year made up of teachers, parents, and administrators. This committee is referred to as the Parent Community Advisory Council (PCAC). The goal of the committee is to strengthen the parent involvement component for our school program. The committee meets once per semester to discuss and plan upcoming parent involvement activities, as well as the effectiveness of the Title 1 program. Teachers, parents and students are asked to evaluate our Title 1 program events and provided services through surveys online. An annual parent information meeting is held to inform parents about Title 1 and the services available to them. The parent information meeting also provides an opportunity for parental feedback concerning the Title 1 program and events. Our mission which is aligned with the district-wide initiative of Leader in Me, is to create a learning environment where students and staff become self-directed learners, effective communicators, critical thinkers and cooperative contributors to the school as well as society. We are committed to excellence in education with the full support of students, parents, community, and staff. Our school will present the tools, resources, and support to provide opportunities for all students to achieve proficiency, or above, in all content areas as measured by state assessments. Our vision is to provide a safe environment with high expectations for students to encourage them to dream, be inspired to succeed, and be empowered to be life-long learners. 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 the school site for 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 (as a PDF and Word Document) 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. ESEA Section 1114(b)(6)

Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESEA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement.
5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.

Addressing the above expectations, describe the outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide program.

At Central Elementary, the vertical and horizontal planning team gathers and organizes data related to the focus areas. The performance data sources for reading and math are OSTP, STAR Reading, STAR EL, and STAR Math. In addition, teachers monitor student progress using Accelerated Reader, IXL, Waterford, formative and summative assessments as well as unit assessments from district approved curriculum. Central compared the 2024-2025 OSTP scores to previous year 2023-2024 scores by grade level. See the next page.

2025 to 2024 OSTP Score Comparison

Grade 3	2025 ELA	2024 ELA	Difference 2025 to 2024	2025 Math	2024 Math	Difference 2025 to 2024
Pass	**63%**	**73%**	**-10%**	**70%**	**67%**	**+3%**
Advanced	0	5		5	8	
Proficient	18	44		17	23	
Basic	45	24		48	36	
Below Basic	37	27		31	33	
Grade 4	**2025 ELA**	**2024 ELA**	**Difference 2025 to 2024**	**2025 Math**	**2024 Math**	**Difference 2025 to 2024**
Pass	**53%**	**61%**	**-8%**	**62%**	**43%**	**+19%**
Advanced	1	0		4	0	
Proficient	10	25		12	17	
Basic	42	36		46	26	
Below Basic	47	40		38	57	
Grade 5	**2025 ELA**	**2024 ELA**	**Difference 2025 to 2024**	**2025 Math**	**2024 Math**	**Difference 2025 to 2024**
Pass	**52%**	**59%**	**-7%**	**57%**	**38%**	**+19%**
Advanced	0	0		2	0	
Proficient	10	24		5	12	
Basic	42	35		50	26	
Below Basic	48	41		43	62	
Grade 6	**2025 ELA**	**2024 ELA**	**Difference 2025 to 2024**	**2025 Math**	**2024 Math**	**Difference 2025 to 2024**
Pass	**71%**	**66%**	**+5%**	**52%**	**47%**	**+5%**
Advanced	0	0		0	3	
Proficient	23	33		16	19	
Basic	48	33		39	25	
Below Basic	29	33		45	52	

Central Elementary also analyzes STAR data throughout the academic school year.

STAR Consolidated State Performance Report Comparison

Grade 1	2025 Reading April 3, 2025	2024 Reading April 3, 2024	Difference	2025 Math April 3, 2025	2024 Math April 3, 2024	Difference
Pass	**50%**	**44%**	**+6%**			
Advanced	20%	15%				
Proficient	30%	29%				
Basic	10%	15%				
Below Basic	40%	42%				
Grade 2	**2025 Reading**	**2024 Reading**	**Difference**	**2025 Math**	**2024 Math**	**Difference**
Pass	**28%**	**42%**	**-14%**	**22%**	**26%**	**-4%**
Advanced	7%	11%		4%	11%	
Proficient	21%	31%		18%	15%	
Basic	29%	20%		47%	34%	
Below Basic	43%	38%		31%	40%	
Grade 3	**2025 Reading**	**2024 Reading**	**Difference**	**2025 Math**	**2024 Math**	**Difference**
Pass	**34%**	**42%**	**-8%**	**38%**	**43%**	**-5%**
Advanced	5%	5%		14%	10%	
Proficient	29%	37%		24%	15%	
Basic	41%	29%		39%	46%	
Below Basic	26%	29%		23%	30%	
Grade 4	**2025 Reading**	**2024 Reading**	**Difference**	**2025 Math**	**2024 Math**	**Difference**
Pass	**37%**	**22%**	**+15%**	**25%**	**14%**	**+11%**
Advanced	1%	2%		4%	5%	
Proficient	36%	20%		21%	9%	
Basic	38%	40%		50%	53%	
Below Basic	25%	38%		25%	33%	
Grade 5	**2025 Reading**	**2024 Reading**	**Difference**	**2025 Math**	**2024 Math**	**Difference**
Pass	**34%**	**31%**	**+3%**	**15%**	**11%**	**+4%**
Advanced	5%	6%		5%	0%	
Proficient	29%	25%		10%	11%	
Basic	40%	38%		49%	41%	
Below Basic	27%	31%		37%	48%	
Grade 6	**2025 Reading**	**2024 Reading**	**Difference**	**2025 Math**	**2024 Math**	**Difference**
Pass	**41%**	**23%**	**+18%**	**9%**	**13%**	**-4%**
Advanced	3%	2%		0%	2%	
Proficient	38%	21%		9%	11%	
Basic	43%	58%		40%	23%	
Below Basic	15%	19%		51%	64%	

STAR Longitudinal Report Comparison

Benchmark Distribution - Students at/above 40%

Students scoring At/Above Benchmark	2025 STAR Reading 4/9/25	2024 STAR Reading 4/17/24	Difference	2025 STAR Math 4/9/25	2024 STAR Math 4/17/24	Difference
Grade 1	60%	45%	+15%			
Grade 2	56%	51%	+5%	50%	46%	+4%
Grade 3	76%	67%	+9%	69%	70%	-19%
Grade 4	64%	41%	+23%	63%	56%	+13%
Grade 5	56%	45%	+11%	46%	38%	+8%
Grade 6	66%	35%	+31%	51%	25%	+26%

The 2024-2025 OSTP reading/math scores indicated an increase in 6th grade reading and an increase in grades 3-6 math in the number of students passing as compared to the 2023-2024 scores. Central analyzes scores from the STAR throughout the academic year to monitor progress. The STAR Consolidated State Performance Report is printed at the end of the school year to compare state performance for the current year to the previous year. The 2024-2025 STAR Consolidated report did indicate an increase in the number of students passing in most grades as compared to the 2023-2024 scores. The STAR Longitudinal Report did indicate an increase in the number of students scoring at/above benchmark for Math and ELA for the 2024-2025 school year. Title 1 placement is determined by analyzing data from these assessments and reports and teacher collaboration. Central and the district use the Response to Intervention (RTI) model to provide skill specific intervention to students who are below grade-level in reading and math. 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. Central Elementary administrators/teachers analyze non-performance data.

Title 1 Data Profile (2024-2025 School Year)
Student Enrolled by Gender

Year	Total Enrollment	# Male	% Male	# Female	% Female
2024-2025	565	311	55%	254	45%
2023-2024	712	392	55%	320	45%
2022-2023	712	400	56%	312	44%
2021-2022	640	348	54%	292	46%
2020-2021	557	292	52%	265	48%

Student Enrolled by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/ Pacific Islander	% White	% Other
2024-2025	655	9.47%	3.82%	23.21%	2.60%	41.83%	18.93%
2023-2024	712	18%	12%	15%	5%	50%	0%
2022-2023	712	8%	3%	23%	2%	44%	19%
2021-2022	640	10%	4%	20%	2%	46%	18%
2020-2021	557	7%	4%	19%	1%	50%	19%

Students Eligible for Free and Reduced Lunch Program

Year	Number	Percent of Population
2024-2025	421	73.23%
2023-2024	399	77.78%
2022-2023	467	66%
2021-2022	640	100%
2020-2021	557	100%

Students Participating in Title 1 Programs

Year	Program Enrollment	Percent of Population
2024-2025	501	100%
2023-2024	712	100%
2022-2023	712	100%
2021-2022	640	100%
2020-2021	557	100%

Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population
2024-2025	39	5.95%
2023-2024	51	7%
2022-2023	45	6%
2021-2022	31	5%
2020-2021	24	4%

Teaching Experience

	Years of Experience					
Number of Certified Teachers	**0-3**	**4-5**	**6-10**	**11-15**	**16-20**	**20+**
46	13	4	4	9	4	12

Teacher Turnover Rate

Year	Number of Returning Teachers	Number of New Teachers	Percentage of Turnover
2024-2025	33	13	28%
2023-2024	31	16	34%
2022-2023	32	16	33%
2021-2022	30	15	33%
2020-2021	39	6	13%

Our 2024-2025 data show Central's enrollment is 565 students. 73.23% of our students participated in free and reduced lunch program. We have a diverse student population. 5.95% of our students are English language learners. Other non-performance data and comparisons to previous school years can be seen in the charts above. Another non-performance data we feel is important is parent involvement. Central Elementary hosts 3 parent involvement events each year. Our Fall math event was called “Let’s Rock Our Math Skills”. We had 81 parents/guardians and 87 students in attendance, and our Spring Reading event was a book walk for the book, Watch Out for the Lion! We had 34 parents/guardians, and 46 students attended. We had 19 parents attend the Future Kindergartener Event. Central Elementary’s process data includes diagnostic reviews. Our classroom teachers provide instruction for all students through whole group, small group and individual learning interventions 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 not performing at a proficient level. Our teachers, Principal, Assistant Principal, and Psychometrist hold monthly RTI meetings to discuss these students. On the 2023-2024 Report Card, Central scored an overall grade of D. Central's other report card academic indicators and grades are: Academic Achievement - D, Academic Growth – C, English Language Proficiency Progress – D, and Chronic Absenteeism – F (68.45% good attendance.) Central Elementary’s perception data is taken from parent, teacher, and student surveys. Survey results indicate our parents want us to continue concentrating most of our resources for reading with math and technology closely behind. Our parents have shown they do appreciate our Title 1 program/tutoring serving their students. The parents will attend our parent involvement events. Our teachers have shown they find the technology that Title 1 purchases are very effective. They also said our Title 1 student instruction and tutoring were very effective.

Our students surveyed felt technology and online programs purchased by Title 1 help a lot. They felt the family events helped somewhat.

Performance data from the 2024-2025 OSTP gave us information on specific subgroups.

2024-2025 Grades 3-6 OSTP 259 Students Tested	Reading Scored Below Basic Level	Math Scored Below Basic Level
Economically Disadvantaged 193 Students Tested	119 students -62%	112 students -58%
African American 19 Students Tested	12 students -63%	13 students -68%
White 117 Students Tested	43 students –37%	40 students –34%
Hispanic 57 Students Tested	24 students –42%	24 students – 42%
IEP 59 Students Tested	43 students -73%	37 students -63%
ELL 23 Students Tested	15 students -65%	12 students -52%

Students, teachers, staff, and our community contribute to an environment of mutual respect, fairness, equity, and school safety. By incorporating the 7 Habits of the Leader in Me, a district wide initiative, incorporated in this school year, our teachers, school staff, and students work towards an environment that is conducive to learning and character development. Our strengths and weaknesses are examined, and goals are created with the data from these assessments and surveys. Central Elementary's priorities will align with the Needs Assessment Results. The school will focus its goals on Reading/Writing, Math, and Technology.

Goal 1: To increase the number of students by 5% from below proficient to the at/above proficient level on STAR Consolidated State Performance Report for Reading.

Goal 2: To increase the number of students by 5% from below proficient to the at/above proficient level on STAR Consolidated State Performance Report for Math.

Goal 3: To increase our students' knowledge and access to instructional technology in relation to reading and math instruction.

According to the 2024-2025 data from the OSTP. Central’s scores increased at some levels in ELA and all grades in Math increased at the passing rate. Data from the STAR Consolidated State Performance Report did indicate that the upper grades are meeting the goals for the school year 2024-2025. Central Elementary will continue providing instructional strategies and opportunities for all children, including each subgroup, to meet challenging state academic standards.

3. Schoolwide Plan Strategies
☒ By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will – • provide opportunities for all children, including each of the subgroups of students (as defined in ESEA Section 1111(c)(2)) to meet the challenging state academic standards; • use methods and instructional strategies (consider evidence-based strategies as defined in ESEA Section 8101(21)) that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; • address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; ESEA Section 1114(b)(7)(A)(iii) • provide professional development (as defined in ESEA Section 8101(42)) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. Additional factors to consider when selecting strategies to be included in the schoolwide program - • preschool programs ESEA Section 1114(c) • delivery of services by nonprofit or for-profit external providers ESEA Section 1114(d) • dual or concurrent enrollment programs ESEA Section 1114(e)
Expectations
1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs. 2. The school provides multiple opportunities and evidence-based interventions for students in need and addresses 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, post-secondary 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 the 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-deed subjects.

Addressing the above expectations, describe in the box below the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the comprehensive needs assessment and the site budget.

Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs. All curricula taught in MPS is research and evidence based and provide for enrichment for high-achieving and remediation for at-risk students. Our district curriculum department hosts multiple textbook companies during adoption years. The companies present their curriculum and district committees are formed to evaluate and vote on which curriculum to adopt for our district. Curriculum programs adopted include evidence-based strategies on multi-tiered levels. These strategies have proved 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 with the curriculum and pacing calendars provided by our district curriculum department to plan instruction. Moore Public Schools provides Title 1 Summer School each year as an extension to the school year. Families are informed through paper invitations, Parent/Teacher Conferences, and phone calls from homeroom 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. STAR is used as benchmark assessments throughout the school year. This data is analyzed during data meetings with Teachers, the Title 1 Teacher, school Psychometrist, and Administrators to create plans for instruction and intervention. Laptops, iPads and other technology devices are used to increase engagement, motivation and achievement through multiple online subscriptions. These programs collect data that is analyzed to provide specialized instruction. Surveys are conducted with our teachers, students, and parents near the conclusion of the school year to evaluate the effectiveness of our technology and online programs. Moore Public Schools adopted a STEAM plan for our elementary schools in the 2019-2020 school year. STEAM in our schools uses the Project Lead the Way curriculum to instruct our students at all academic/grade levels in Science, Technology, Engineering, Art, and Math. Central Elementary provides multiple opportunities and evidence-based interventions for students in need and activities that address the outcomes of the Comprehension Needs Assessment in a way that will result in significant improvements in student learning. Title 1 funds are spent in ways that support the Title 1 goals including: purchasing supplemental materials, tutoring, and parent involvement events. Central Elementary Title 1 considers all grades and ability levels when purchasing computer-based programs like Reflex Math, Flocabulary, Pebble Go, and Starfall. The district purchases programs IXL, Waterford, Reading Renaissance and MyOn. These programs offer added support to teachers, parents, and students. The computer-based programs also support our goal of increasing our Reading and Math scores by 5%. Evidence of student achievement can be printed and addressed by using these programs. Other materials such as books, magazines, and manipulatives are purchased as supplements to teacher instruction. Central Elementary Title 1 hosts parent involvement events every semester. Our Math and Reading/ELA events were successful as evidence from attendance and parent/teacher/student comments. Central Title 1 also hosts a Kindergarten Parent Involvement Event. Kindergarten teachers inform the parents of expectations, and Title 1 provides the

parents with materials they can take home to help them work with their children's transition into Kindergarten. Moore Public Schools uses the Response to Intervention (RTI) model to provide skill specific intervention to students who are below grade level in Reading/ELA and Mathematics. Data-driven decision making based on student growth and achievement before students are dismissed from supplemental programs including but not limited to Title 1, ELL, Speech, and Special Education. Data is collected through classroom observations, various assessments, and progress monitoring to determine 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. First grade also uses STAR Reading for transitioning students. 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. Timely, effective and additional assistance is provided for students having trouble mastering the State's Standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, and preschool children transition to local elementary school programs. Moore Public Schools participates in child-find to identify students as young as age 3 in the community who might need Special Education services including but not limited to: speech, occupational therapy, physical therapy. MPS uses the RTI model to provide skill specific intervention for below-level students in Reading/ELA and Math. Title 1 provides skill-based intervention for students performing below benchmark on STAR and STAR EL. Central offers before/during school tutoring for students having difficulties in grades 3-6 in Math and Reading, and the district provides tutoring for grade remediation. Other resources that provide additional assistance throughout the day include counseling, ELL tutoring, Indian tutoring, speech services, and special education services. Central Elementary uses clear criteria and processes for student participation in a tiered model for early intervention services and for making decisions regarding level and length of student participation in tiered supports. Response to Intervention (RTI) is a prevention framework that provides a researched-based curriculum to all students in academic and behavioral areas. It identifies students who are not meeting standards and monitors student progress closely through a 3-tier framework of assessment and intervention support.

Tier 1: Core Curriculum and Differentiated Instruction is provided to all students.

Tier 2: Supplemental Targeted Instruction is provided in small group targeted intervention with progress monitoring.

Tier 3: Intensive Targeted Instruction is provided individually or in small groups with frequent progress monitoring.

Central uses the RTI 4x4 decision rules model. 4 to score: 4 intervention sessions before progress monitoring. 4 to explore: 4 data points above or below line before intervention change. During this process, teachers must identify the "most critical" skill. The teacher should stick with the skill until mastery. They should not change the skill until 4 progress monitoring scores above the aim line/goal. The teacher should make sure the progress monitoring tool matches the skill for RTI'ing. Central Elementary and Moore Public Schools offer a range of extended learning opportunities within and beyond the school day and the school

year. MPS offers Title 1 Summer School for Kindergarten through 3rd grade. Extra club/extracurriculars that Central offers are Gifted and Talented Field Trips, Honor Choir, and Student Counsel. Title 1 has purchased E-Accessible Subscriptions that are accessible to our students from home. Our students can reach these programs through their password protected Clever account. Title 1 has purchased Starfall, PebbleGo, Reflex Math, and Flocabulary. Our students also have access to IXL, Waterford, MyON, and HMH Into Reading, ADA Math Program through their Clever accounts. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. All professional development opportunities are aligned with the goals of the Schoolwide/School Improvement Plan. After a professional development activity has been completed, teachers are surveyed to determine strengths and weaknesses from the professional development attended. Teachers are then encouraged to share professional development learned with others on their team and with the faculty. They can be provided with a substitute and release time to attend professional development off site and are sometimes provided with a stipend to attend in district professional development. Implementation of learned strategies is monitored by the site principal through classroom observation and walkthroughs, periodic data meetings, mentor teachers, 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. Professional Development opportunities provided by the district include, UFLI Foundations, Heggerty Phonemic Awareness, LETRS Unit 1 and 2 Training, Teachers Need Teachers Day, Site Improvement Day, and other reading/math workshops provided by district teachers and coordinators. Teachers have individual professional development plans based on their TLE professional growth goals, as well as the district wide requirements. Some of the required training courses are: Blood Borne Pathogens, Diabetes, Child Abuse, ELL, School Safety, Bullying, Dyslexia, Responsible Internet Use Policy, and McKinney-Vento Homeless Student training. All training is documented through the GCN training website. To support new staff, previous workshops and book studies will be revisited. Teachers who are using the strategies effectively can share with the staff through different methods such as videotaped lessons. Professional development on your plan is available for all, as well as mentor teachers for entry year teachers. In the coming school year, areas of focus will be based on beginning of the year assessment data and STAR, and OSTP scores from the school year 2024-2025. Teachers and administrators at Central Elementary review data from student testing as well as parent, student, and teacher surveys to evaluate the needs of the students and teachers. From this data, specific seminars, workshops, and training are chosen and/or developed to meet those needs. During the 2024-2025 school year, our school had monthly RTI planning meetings, faculty meetings, and Leader in Me trainings. Moore Public Schools uses clear, diverse strategies to recruit and retain effective teachers, particularly in high-deed subjects. MPS pays a competitive salary, maintains buildings and facilities, provides professional development, current textbooks, teaching materials/resources, current technology resources, and training for teachers. At the beginning of the school year, MPS has a convocation to motivate and inspire district teachers/staff. District administrators provide constant communication through email. Our community supports MPS district teachers and schools with donations/supplies. The MPS foundation provides support to the district and teachers through grants. The

Moore district teams with local universities, attend local job fairs, and partner 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 one-day new teacher orientation for all teachers who are new to the Moore District as well as a 2-day classroom management boot camp based on the work of Harry Wong. The district provides a mentoring program to entry year teachers. The mentoring program teams an entry year teacher with a veteran teacher that is in the same grade level and content area. In addition, principals can refer struggling teachers to be paired with curriculum coordinators for more intense mentoring in needed areas. The Title 1 Reading teacher serve as a resource for all grade levels and content area teams to support new and experienced teachers. A Title 1 site-based meeting held in fall and a spring planning meeting and site-based meeting are held to make, plan, and allocate resources. These meetings are all open to staff, parents, and administration. The district works with local universities to provide cohort opportunities to encourage and ease the burden attending in a traditional format. Informational meetings are held to inform teachers of the process in attaining National Board Certification. Title 1 funds at high poverty, low-performing schools provide additional resources, classroom materials, and professional development opportunities.

4. Coordination and Integration

Select only one box.

☒ By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other federal, state, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided (in project 511). ESEA Section 1114(b)(5)

OR

☐ By checking this box, the school principal certifies that, if state, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. ESEA Section 1114(b)(7)(B)

Expectations

1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.

3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.

Addressing the above expectations, describe in the box below the ways in which funds (e.g., Title III, Part A, donations, competitive grants) are to be braided in the Title I schoolwide program.

Central Elementary leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes. Central Elementary's Title 1 Committee and Moore Public Schools develop, implement and evaluate our comprehensive schoolwide plan that communicates our purpose, directions, and action plan focused on teaching and learning. Data collection is an ongoing process at Central Elementary. We utilize achievement and statistical data to evaluate the success of our plan. Student achievement data from the OSTP, STAR, Waterford, and IXL is collected throughout the school year and compared to previous data. This data is used to monitor the success of our program and evaluate whether our goals are met. This data drives instruction, tutoring needs, and material purchases to improve our schoolwide program and meet our students' needs. Our Title 1 Committee has determined that the goals for the 2025-2026 school year are as follows: Reading, Math, Technology.

Goal 1: To increase the number of students by 5% from below proficient to the at/above proficient level on STAR Consolidated State Performance Report for Reading.

Goal 2: To increase the number of students by 5% from below proficient to the at/above proficient level on STAR Consolidated State Performance Report for Math.

Goal 3: To increase our students' knowledge and access to instructional technology in relation to reading and math instruction.

Central Elementary Title 1 employs a full-time Title 1 Reading Teacher and a full-time Reading Assistant. The Title 1 Reading Teacher and the Reading Assistant remediate small groups of students daily. These groups are formed after careful and continual analysis of STAR assessment data. Students receive extra instruction if they do not benchmark on the STAR Reading test. Central Elementary purchases materials, technology, and online educational subscriptions as needed to meet our needs and goals. For the 2025-2026 school year, Central’s Title 1 purchased online educational subscriptions such as Reflex, Flocabulary, PebbleGo, and Starfall for teachers, students, and parents to use to increase our students’ comprehension, fluency, and vocabulary skills in both math and reading. All these programs have contributed to student success. Other programs/funds are used to help Central Elementary improve student outcomes. All instruction is required to be focused on achieving the objectives of the Oklahoma Academic Standards. Research-based textbooks and curriculum materials selected for all core instruction are purchased based on the objectives being met in the published materials. All schools in the district follow the schoolwide Title 1 guidelines. These guidelines provide services for students, professional development for teachers, and parent involvement for the community. Title 1 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 support 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 RSA/SRA 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 all students who might need 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 need 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 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 need 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 limited to IEP, 504, OT and PT.

• RSA/SRA – 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. ESEA Section 1114(b)(3)

Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revising of the Title I schoolwide plan include regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Addressing the above expectations, describe in the box below how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement to determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the state's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title 1 Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation. Every Fall and Spring semester, Central Elementary Title 1 schedules and conducts a Site Base Meeting. Attendees of the Site Base Meetings are members of the planning team which include our principal, Title 1 administration, teachers, paraprofessionals and parents. The purpose of these meetings includes an overview of Central's Title 1 program. At the Fall semester Site Base Meeting, the planning team discusses the upcoming school year. The team reviews the previous Needs Assessment Survey results and the changes made to the Site Plan. The team studies the results from the Spring test scores and evaluates what materials need to be purchased or if tutors need to be hired to meet our academic or technology goals. Professional Development opportunities are discussed, and Parent Involvement plans are made. At the Spring semester Site Base Meeting, the planning team discusses changes made to the Site Plan and conducts an annual review of the school year. Central Elementary reviews what programs, materials, technology, and instructional practices have been successful or worked well and looks at what changes need to be made to our Title 1 program. Our site also reviews parent involvement events and how we can improve those. The team peruses over the test data available (previous year's OSTP, and current STAR) and evaluates the progression towards our target goals for ELA/Math/Technology. Surveys from the teachers, parents, and students are read and tabulated, and a Parent Needs Assessment is created from the results. High-quality implementation of Central Elementary's Title 1 program will be determined from test data results, goals being met, and alignment of the survey results with the program. The monitoring and revision of the Title 1 Schoolwide Plan includes regular analysis of multiple types of data such as student learning, demographic, process, and perception. and necessary adjustments are made to increase student learning. Formative and summative assessments are used to measure student growth towards proficiency of Oklahoma Academic Standards. The OSTP is given in the Spring to grades 3-6 with the purpose of providing evidence of mastery of state standards. STAR Reading and STAR Math are given 4 times per year to grades 1-6 with the purpose of evaluating skill level grade equivalencies. Site specific assessments may include teacher generated assessments, given to grades K-6 throughout the school year, with the purpose of determining if instructional objectives have been met. These may also be used as needs arise for intervention or differentiation. IXL will be utilized for the school year in grades PreK-6 on a daily/weekly basis, with the purpose of evaluating math and reading performance within a grade level. Other assessments may include HMH Into Reading, ADA Math and AR. Teachers receive professional development on the multiple ways to disaggregate data, as well as how to change instruction to meet the needs of students identified by the data. Central Elementary's data is reviewed and updated and

reflected every Fall and every Spring on the Title 1 Schoolwide Plan. Data from the previous year's OSTP along with current and previous year's scores from STAR are always reviewed. In the Fall and Spring, horizontal and vertical planning teams meet and discuss the data results from OSTP and STAR. Skill weaknesses are identified in all grade levels and subgroups using STAR State Standards Mastery Report and STAR Consolidated State Standards Report in Reading and Math, and goals are set for the school year. In the Spring, an Annual Review of all data including student learning, demographic, and survey results indicate evidence of success or improvements as needed. Central's Title 1 program analyzes the data from all sources and updates the Title 1 Schoolwide Plan as needed each semester. 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. The September In-Service focuses on school leadership and instructional staff spending a day reviewing data and instructional practices. Site specific professional development may include topics covered during site improvement day, professional development opportunities provided by the site Title 1 Reading Teacher and professional development related to site specific initiatives (including but not limited to technology programs, curriculum. etc.) The Title 1 Reading Teacher conducts the Annual Faculty Information Meeting at this In-Service to give information about Title 1 services and what materials, technology, support staff are available to the faculty. The Title 1 Reading Teacher also meets with the grade level teams to help analyze the assessment data. Data meetings during RTI focus on student achievement data, growth, changes in growth gaps across classrooms, grade levels and content areas. Site specific meetings may include the use of data notebooks (including data collected from STAR, grade level assessments, RTI progress monitoring probes, attendance, Waterford and IXL reports), tracking sheets data cards, data boards, etc. Students may be included in the data tracking process as well, utilizing data graphs or tracking sheets to indicate scores on weekly, monthly, and/or benchmark assessments for STAR Reading, STAR Math, HMH Into Reading weekly assessments, and/or fluency assessments, Waterford and IXL skill completion. Grade-Level and Vertical Team Meetings focus on student achievement data, growth, changes in growth gaps across classrooms, grade levels and content areas. Teachers are encouraged to hold regular data meetings in which they collaborate with other teachers, administrators, and instructional support staff (ex. Title 1 Reading Teacher, School Psychometrist, etc.) The purpose of these meetings is to review student work, analyze student assessments, and discuss student progress. The team works together to reflect on appropriate instruction and the next steps to best meet the needs of each student. Additionally, collaborative conversations are to include the reliability and validity of assessments being utilized. Topics covered may include the appropriateness of assessment, the frequency in which it is being given, the integrity of test administration, and the methods in which the data is being analyzed by the classroom teacher.