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.

2026-2027

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.

August 20, 2026

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
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:	Briarwood Elementary School
School Site Code:	145
Principal Name:	Ms. Amanda Sumner
Email Address:	amandasumner@mooreschools.com
*School Poverty Rate:	59.57%

*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.

Briarwood Elementary teachers and staff are committed to the involvement of parents in their children's education. Through Title 1 funds, parents are given opportunities to attend informational meetings and events to give them strategies to increase their students' academic performance. Parent involvement activities are advertised through notes home in Thursday Folders, Parent Square, S'Mores Newsletter, daily school announcements, and Briarwood's PTA Facebook page. Each year, Briarwood Title 1 program hosts at least two parent events, one in the fall and one in the spring. The days of the week and the times vary so that all parents can participate. The events are teamed with our media center book fair evenings to provide engaging themes and prizes. Teacher conferences are twice a year; one in the fall and spring with attendance documented. Accommodation is made for parents who cannot attend designated conference times and scheduled around their availability. Teachers communicate with parents daily through phone calls, emails, mailings, and Parent Square messages. The Parent Teacher Association provides a calendar of events for parents to inform them of things occurring within the school or community.

Briarwood establishes a committee each year that is made up of teachers, staff, an administrator, and parents. This committee is referred to as the Parent Community Advisory Council (PCAC). The goal of the committee is to strengthen the parent involvement component of our school. The committee meets at least once per semester to discuss a plan for upcoming parent involvement activities, as well as the effectiveness of the Title 1 Program.

At the beginning of each year, an annual parent informational meeting is held to inform parents about Title 1 and the services available to them. Parent/teacher/student/administrator compacts, the District and Site Parent Involvement Policy, and the Parents' Right to Know information is distributed at the beginning of each school year digitally, can be found on the Briarwood Title I website, and can be accessed anytime in Briarwood's Title I Public Binder.

In the spring of each year, teachers, parents, and students are asked to evaluate our Title 1 Program and all that the program provides through surveys that are completed online. Survey results are then discussed with the teachers, during committee meetings, and shared during the Title 1 Spring Site Base Meeting that all parents are invited to.

Our Title I program is committed to inspiring high standards of academic performance and citizenship. Briarwood is implementing the Leader in Me Program that Moore Public Schools is putting into effect at all schools from kindergarten to grade 12. This program focuses on common language and practices that focus on academics, culture and the 7 habits of leadership as an interactive environment rather than separate entities for everyone here at Briarwood. Our Title I program's goals will coordinate with the Leader in Me program to inspire high standards of academic performance and citizenship. As part of our Title I Schoolwide Plan, we will strive to meet our goals by incorporating standards-based curriculum provided by the district. Teachers will work collaboratively in the development of research-based strategies that are engaging and meet the needs of all learners.

Moore Public Schools contracts with Multi-Lingual Communications Services for on-site translation services in cases where communication with non-English speaking families is needed as well as provide a translator as needed for parent meetings. 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 with the district's Student Services Department for all parents and stakeholders. 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. 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.

Performance Data

Briarwood Elementary serves students in grades Kindergarten through sixth and was established in 1985. It is in Cleveland County and is part of the Moore Public School District. Current enrollment is 440 students. To determine individual student needs, RTI teams meet in September to review student data from OSTP, STAR EL, and STAR reading/math. These teams consist of the grade level team, the principal, counselor, title teacher, school psychometrist, and speech teacher. To determine needs in kindergarten and first grade, the teams will analyze data from the STAR EL and STAR reading/math for second grade. To determine needs in third through sixth grades, teams will analyze data from the previous years' OSTP scores as well as STAR reading/math.

2025-2026 OSTP ELA					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	68	0%	26%	37%	37%
4th grade	66	3%	38%	30%	29%
5th Grade	66	8%	20%	45%	27%
6th Grade	71	4%	37%	41%	18%

2024-2025 OSTP ELA					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	62	6%	29%	35%	29%
4th grade	61	3%	28%	34%	34%
5th Grade	76	17%	26%	39%	17%
6th Grade	77	10%	38%	38%	14%

2023-2024 OSTP ELA					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	60	10%	40%	33%	17%
4th grade	81	4%	41%	40%	16%
5th Grade	72	32%	42%	10%	17%
6th Grade	65	5%	60%	18%	17%

2025-2026 OSTP Math					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	68	4%	28%	46%	22%
4th grade	66	29%	36%	23%	12%
5th Grade	66	12%	23%	42%	23%
6th Grade	71	3%	35%	48%	14%

2024-2025 OSTP Math					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	62	11%	34%	32%	23%
4th grade	61	36%	38%	16%	10%
5th Grade	75	20%	44%	27%	9%
6th Grade	77	17%	30%	40%	13%

2023-2024 OSTP Math					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	60	20%	27%	25%	28%
4th grade	81	30%	36%	16%	19%
5th Grade	72	42%	36%	14%	8%
6th Grade	65	18%	51%	11%	20%

2025-2026 OSTP Science					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
5th Grade	66	9%	35%	45%	11%

2024-2025 OSTP Science					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
5th Grade	75	17%	45%	27%	11%

2023-2024 OSTP Science					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
5th Grade	65	19%	44%	25%	11%

2025-2026 BOY STAR EL and STAR Reading					
Grade	Number of Students Tested	Urgent Intervention	Intervention	On Watch	Benchmark
K EL	59	3%	12%	19%	66%
1st EL	57	7%	4%	14%	75%
2nd	71	1%	13%	8%	77%
3rd	67	7%	9%	12%	72%
4th	64	3%	16%	11%	70%
5th	65	9%	18%	12%	60%
6th	65	9%	3%	15%	72%

2025-2026 EOY STAR EL and STAR Reading					
Grade	Number of Students Tested	Urgent Intervention	Intervention	On Watch	Benchmark
K EL	61	0%	15%	8%	77%
1st EL	58	3%	3%	5%	88%
1ST STAR	58	3%	5%	9%	83%
2nd	72	0%	7%	10%	83%
3rd	66	3%	12%	14%	71%
4th	67	4%	6%	15%	75%
5th	67	9%	21%	19%	51%
6th	67	7%	12%	12%	69%

2025-2026 BOY STAR Math					
Grade	Number of Students Tested	Urgent Intervention	Intervention	On Watch	Benchmark
2nd	71	10%	21%	20%	49%
3rd	69	10%	13%	15%	61%
4th	64	5%	8%	20%	70%
5th	65	11%	9%	12%	68%
6th	65	2%	9%	5%	85%

2025-2026 EOY STAR Math					
Grade	Number of Students Tested	Urgent Intervention	Intervention	On Watch	Benchmark
2nd	72	4%	7%	17%	72%
3rd	65	6%	9%	20%	65%
4th	67	6%	4%	9%	81%
5th	66	6%	17%	20%	58%
6th	68	7%	3%	15%	75%

2024-2025 BOY STAR EL and STAR Reading					
Grade	Number of Students Tested	Urgent Intervention	Intervention	On Watch	Benchmark
K EL	62	4%	12%	17%	63%
1st EL	55	7%	3%	14%	74 %
2nd	73	1%	12%	8%	81%
3rd	69	7%	9%	12%	72%
4th	65	3%	15%	12%	69%
5th	66	9%	16%	12%	62%
6th	68	7%	3%	14%	75%

2024-2025 EOY STAR EL and STAR Reading					
Grade	Number of Students Tested	Urgent Intervention	Intervention	On Watch	Benchmark
K EL	56	9%	7%	7%	77%
1st EL	74	0%	1%	5%	93%
1ST STAR	74	0%	5%	5%	89%
2nd	69	0%	4%	3%	93%
3rd	58	3%	3%	7%	86%
4th	55	0%	4%	11%	89%
5th	65	2%	5%	15%	78%
6th	72	3%	6%	10%	82%

2024-2025 BOY STAR Math					
Grade	Number of Students Tested	Urgent Intervention	Intervention	On Watch	Benchmark
2nd	73	10%	22%	19%	49%
3rd	69	10%	13%	16%	61%
4th	65	5%	9%	20%	66%
5th	66	9%	9%	9%	72%
6th	68	1%	11%	6%	84%

2024-2025 EOY STAR Math					
Grade	Number of Students Tested	Urgent Intervention	Intervention	On Watch	Benchmark
2nd	68	13%	10%	13%	75%
3rd	58	2%	5%	10%	83%
4th	59	0%	3%	3%	93%
5th	66	0%	0%	9%	91%
6th	72	0%	6%	13%	82%

Non-Performance Data

Attendance is encouraged and monitored in each classroom. Attendance data is used to identify students and families who are at risk for limited academic progress. The district and school both work closely to support families and encourage regular school attendance. All teachers are required to submit attendance promptly and electronically by 9:00 AM every day. This includes absences and tardies. Parents are notified by the auto dialer system if their child is absent. Also, parents have access to this information on Parent Portal. If a student is chronically tardy or absent this is discussed in our RTI meetings to determine if there is a circumstance the school can help with.

Students Eligible for Free and Reduced Lunch Program			
Year	Total Number	Number Enrolled	# of Population
2024-2025	539	336	62.34%
2025-2026	476	265	56%
2026-2027	440	262	59.57%

Year	Program Enrollment	# of Population
2024-2025	539	100%
2025-2026	476	100%
2026-2027	440	100%

Student Enrollment by Gender					
Year	Total Enrollment	# of Males	% of Males	# of Females	% of Females
2024-2025	499	276	55.31%	223	44.69%
2025-2026	476	256	54%	220	46%
2026-2027	440	230	52%	210	48%

Student Enrollment by Ethnicity							
Year	Total Enrollment	Hispanic/Latino	American Indian	Asian/Pacific Islander	Black or African American	White	Two or more races
2024-2025	499	25%	3%	4%	8%	44%	16%
2025-2026	476	27%	3%	4%	7%	43%	17%
2026-2027	440	25%	3%	5%	8%	43%	18%

Students Identified as English Language Learners		
Year	Program Enrollment	% of Student Population
2024-2025	17	3%
2025-2026	29	5.7%
2026-2027	23	5.23%

Process Data

Briarwood Elementary uses the Response to Intervention (RTI) model to provide skill specific intervention to students who are below grade-level in Reading and Mathematics. These results are used to guide our process of improvement by addressing individual needs and learning styles. In addition, data is used to make instructional decisions for the whole class, small group, and individual students, as well as, to measure student growth towards proficiency in the Oklahoma Academic Standards. All students scoring below the 40th percentile on STAR are placed on an RTI plan and a Professional Learning Community (PLC) is formed. The PLC team consists of the grade level teacher, administrator, reading teacher, speech teacher and special education teacher. Student's highest needs are determined based on data from individualized assessments; OSTP, STAR/STAR EL, and teacher diagnostic tools. Instruction is designed to remediate missing or weak skills. Progress is monitored and tracked using district designed RTI documentation. Teams meet monthly, by grade level, to analyze assessments, and to monitor student learning outcomes. Parents are supplied ideas for additional help at home and student progress.

Previously, Briarwood Elementary had received an overall score of B on the state report card for the 2024-2025 school year. Currently, there is no updated report from the State Department of Education.

Perception Data

Briarwood will collect data yearly from all stakeholders through the use of Needs Assessment Surveys evaluating the Title 1 program. The data will be used to plan for the next school year. Concerns from teachers, parents and students will be considered, and changes can be made to the Title 1 program.

Detailed Analysis

2025-2026 OSTP ELA Students with Disabilities					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	20	0%	10%	30%	60%
4th grade	11	0%	9%	9%	82%
5th Grade	15	0%	13%	40%	47%
6th Grade	11	0%	27%	9%	64%

2025-2026 OSTP ELA Economically Disadvantaged					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	40	0%	12%	38%	50%
4th grade	36	0%	36%	31%	33%
5th Grade	33	3%	15%	45%	6%
6th Grade	38	3%	29%	39%	29%

2025-2026 OSTP ELA Hispanic/Latino					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	17	0%	12%	35%	24%
4th grade	19	0%	21%	42%	37%
5th Grade	11	0%	27%	27%	45%
6th Grade	20	0%	25%	50%	25%

2025-2026 OSTP ELA Two or more races					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	8	0%	25%	50%	25%
4th grade	11	9%	36%	36%	18%
5th Grade	7	14%	14%	71%	0%
6th Grade	16	0%	44%	44%	12%

2025-2026 OSTP Math Students with Disabilities					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	20	0%	25%	45%	30%
4th grade	11	0%	9%	15%	45%
5th Grade	15	7%	7%	53%	33%
6th Grade	11	0%	18%	18%	64%

2025-2026 OSTP Math Economically Disadvantaged					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	40	3%	23%	50%	25%
4th grade	36	22%	36%	25%	17%
5th Grade	33	3%	15%	55%	27%
6th Grade	38	5%	26%	47%	21%

2025-2026 OSTP Math Hispanic/Latino					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	17	0%	18%	65%	18%
4th grade	19	21%	37%	42%	0%
5th Grade	11	9%	18%	18%	55%
6th Grade	20	0%	30%	55%	15%

2025-2026 OSTP Math Two or more races					
Grade	Number of Students Tested	Advanced	Proficient	Basic	Below Basic
3rd grade	8	0%	38%	62%	0%
4th grade	11	27%	45%	9%	18%
5th Grade	7	29%	14%	43%	14%
6th Grade	16	0%	44%	50%	6%

Strengths and Needs

Briarwood has a strong team of faculty members who collaborate and implement the RTI process with fidelity. The Title 1 teacher, the counselor, the principal, and the school psychometrist are available for all teachers who have questions or need help with resources, assessments, and documentation. In addition to a strong RTI team, Briarwood has a leadership team in place to work collaboratively across grade level teams to ensure an excellent educational experience for our students. Briarwood's leadership team is participating in a book study and professional development utilizing the book, *The Leader in Me.*

Briarwood has an active student council made up of 6th graders. These students work to build our school community and foster relationships. They coordinate fundraisers and activities for the Moore Love campaign and help raise money for items to better the education of Briarwood students.

Action Goals

This past school year, 2025-2026 on the reading STAR and STAR EL assessment, all grades showed at least an 8% growth in reading for the year. Our reading goals were met last year. This past school year, 2025-2026 on the math STAR assessment, all grades had at least an 8% growth for the year. Our math goals were met this past year. For the 2026–2027 school year, the Title I Committee has decided to increase our STAR Reading and STAR Math goals to 10% growth. This decision was made because we have successfully met our previous growth goal for two consecutive years. The increased goal reflects our continued commitment to student achievement and academic growth.

Goal 1: For the 2026-2027 school year, each grade level K-6 will make at least an 10% average growth in reading based on STAR Reading and Star EL (K&1).

Goal 2: For the 2025-2026 school year, each grade level K-6 will make at least an 10% average growth in math based on STAR Math (2nd- 6th).

Goal 3: For the 2025-2026 school year, K-6th grade students will participate in a technology-oriented lesson that results in authentic learning at least one time per week in their reading or math classroom. Accountability will fall on the building administrator with walk throughs and checking lesson plans.

Evidence School Wide Plan is Working

To accomplish these goals, we will align our data with Oklahoma Academic Standards to plan our school wide instructions and interventions. Briarwood Elementary is committed to inspiring high standards of academic performance and citizenship. Students, faculty, and staff all contribute to an environment of mutual respect, fairness, equity, and school safety that promotes an atmosphere that is conducive to learning and character development. As part of our Title I schoolwide plan, we strive to meet our goals by incorporating standards-based curriculum provided by the district and teachers work collaboratively to develop instructional strategies that are engaging and meet the needs of all learners. At the end of the 2024-2025 school year, Needs Assessment Surveys will be given to parents, students, and staff. The data collected from the Needs Assessment Surveys will be used to verify the schoolwide plan's effectiveness. Data will also be gathered from STAR EL, STAR Reading, and STAR Math to evaluate students' academic growth during the school year. These tools will be used to identify any adjustments that need to be made to the schoolwide plan.

3. Schoolwide Plan Strategies

☒ By checking this box, the school principal certifies that the schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA Section 1111(c)(2)) to meet the challenging state academic standards;
- use methods and instructional strategies (consider evidence-based strategies as defined in ESEA Section 8101(21)) that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; ESEA Section 1114(b)(7)(A)(iii)
- provide professional development (as defined in ESEA Section 8101(42)) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Additional factors to consider when selecting strategies to be included in the schoolwide program -

- preschool programs ESEA Section 1114(c)
- delivery of services by nonprofit or for-profit external providers ESEA Section 1114(d)
- dual or concurrent enrollment programs ESEA Section 1114(e)

Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need and address the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

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

All curricula taught in Moore Public Schools are research and evidence based. The curriculum in all content classes provides a wide spectrum that meets all learning needs from enrichment for high achieving to the 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 the MPS curriculum department to plan instruction, making sure to teach all tiers of students. MPS introduced STEAM in SY 19-20 for all elementary schools and now provides STEM in all junior high schools and high schools. This allows all students to have access to much needed instruction and exploration in the areas of science, technology, engineering, art, and math.

Title I funds are spent in ways that support the Title I goals including purchasing targeted instructional resources, supplemental materials, and parent involvement events that target the core standards in reading, language arts, writing, and mathematics. Parents are given opportunities to attend information meetings and events to give ideas and strategies to increase their students' academic performance.

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 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 is used for kindergarten and first grade students. STAR reading and math scores are used to guide intervention and instruction for second through sixth grade students.

The Response to Intervention (RTI) model is used as a skill-based intervention for below-level students in Reading/ELA and Math. Classroom teachers use weekly progress monitoring data and unit assessments from district approved curriculum. RTI meetings are held for continual data analysis during grade level planning throughout the school year, which may include the principal, classroom teachers, special education teachers, reading teachers, speech teachers, and school psychologists. Title I skill-based interventions for below-level students in reading/ELA & math provide the right support for at-risk students. Students are progress monitored weekly, and data is looked at by the planning team and interventions changed or intensified based on individual student need. Interventions are selected from district approved curriculum. At Briarwood, when a student is not achieving on level or advancing appropriately with ELA or math skills, a teacher meets with the school psychologist to create an intervention followed by the classroom teacher methodically. Once the intervention is completed and the data is compiled, the child's team meets to analyze and decide on the next course of action that best meets that child's educational needs.

The data from all the mentioned resources is used to guide intervention and instruction for all students. The data drives instruction to improve our schoolwide program and meet our individual students' needs. Data-driven decision-making is based on student growth and achievement before students are dismissed from supplemental programs such as Title I, ELL, Speech, and Special Education.

Moore Public Schools participates in child-finding to identify students as young as age 3 in the community who might need Special Education services including speech, occupational therapy, and speech therapy. The students receive these services until their support team determines that they no longer qualify and/or require the service.

The Multi-Tiered Support System coaches work with principals, counselors, teachers and staff at schools to help create and implement a successful tiered system that supports the emotional behavioral health of all students to increase their outcomes. We provide collaborative opportunities, resources, and support through coaching to help all educators meet the needs of all students through classroom management strategies, both individually and cooperatively.

Moore Public Schools provide Board Certified Behavior Analysts (BCBAs) that can observe student's behaviors and support the teacher in steps to implement for the academic success of students in need of behavior intervention.

MPS offers a range of extended learning opportunities beyond the school year for at-risk students. The district offers summer school for students in K-3rd grade. Families are informed through paper invitations, Parent/Teacher conferences, and phone calls from homeroom teachers. Incoming kindergarten students are given materials to prepare for the upcoming school year. Briarwood's Title I funds are used to provide summer learning materials for students in kindergarten through third grade. When funds are available, summer learning materials including but not limited to books, flashcards, workbooks, etc. may be provided to first through third grade students in reading/ELA and/or mathematics. In situations of limited funds, current students served in Title I are given books to increase and maintain reading skills for the summer as well as other learning materials. E-accessible tools available for students during breaks and summer include Pebble Go, MyOn, and IXL.

Briarwood offers extracurricular clubs such as honor choir, archery, track, student council and STEAM club.

A yearly professional development plan is developed at the district level by the District Professional Development Committee. This committee is comprised of the Academic Resource Team, site administrators, teachers from different grade levels or content areas, media specialists, Title 1 teachers, and/or other stakeholders. These committee members meet throughout the year and determine the areas of need for professional development for the district and use the comprehensive needs assessment as a guide. After they determine these needs, an overall plan for professional development is developed. At Briarwood, the data sources 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 Title 1 teacher 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 and Oklahoma Standards training. Other professional development opportunities include

Site Improvement Day, book studies, and various workshops. Briarwood 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. Briarwood considers reading and literacy, math, writing across the curriculum, RTI interventions, and classroom management 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 potential future employment. Open positions are posted on the district website. Also, the district provides competitive wages to future teachers. MPS offers new teacher training before the school year begins. First-year teachers receive classroom management on the 2nd day of New Teacher Orientation. This is only for those who are in our New Teacher Induction Program and does not include those who are experienced and new to the district. Also, as part of their induction, we have monthly Effective Teacher Academy sessions, several of which also cover classroom management.
A mentoring program is provided to entry year teachers. The mentoring program teams an entry year teacher with an Instructional Resource 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 district level mentors or district academic coaches for more intense mentoring in needed areas.

The district maintains buildings and facilities, provides research based Professional Development, current textbooks, teacher materials/resources, current technology resources and training for teachers. There is constant communication by district leadership and strong community support through businesses, non-profits, and the MPS foundation. Multiple opportunities for further education are offered through on-site cohorts with local universities and instructional coaches placed in high-need sites. Informational meetings are held to inform teachers of the process in attaining National Boards. Teachers are also encouraged to participate in MPS Foundation grants each year for items or materials needed in the classroom. The district works with local universities to provide cohort opportunities to encourage and ease the burden attending in a traditional format.

The Title 1 teacher serves as a resource for all grade levels and content area teams to support new and experienced teachers. Title 1 funds at high-poverty schools provide additional resources, technology, and classroom materials.

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.

Briarwood is committed to improving academic outcomes for all students. Title 1 funds are spent on personnel and supplemental materials to target the core standards in reading, language arts, writing and mathematics. Funds are also used to host parent involvement events to support parent education. Additionally, funds secured through the (SRA) are used to coordinate targeted instruction and provide SRA Summer School for qualifying individuals in third grade.

Title I funds at Briarwood are used to hire a certified Title 1 teacher. This allows students in grades K-3 to be served in a small group intervention setting. Students can then fill gaps in knowledge, meet RTI goals, increase district benchmarks, and OSTP scores.

These resources are directly related to improving student outcomes and meeting the school-wide goals for Briarwood. As funding allows, Title I will purchase reading and math materials designed to increase academic achievement regarding core instruction and interventions determined by the needs' assessments. These materials also increase the effectiveness of both whole-group and small-group reading and math instruction. Materials are often hands-on practice that is highly engaging for students. Teachers can check out these materials for student use and interventions in their classrooms.

As funding allows, Title 1 will purchase appropriate programs, software or equipment to help meet the technological needs of teachers and students. This allows for authentic technology lessons to be conducted in the classroom setting. Professional development is also held, based on funding, to increase teacher competencies in technology education.

The Title I Teacher, with the help of a volunteer committee of teachers and parents, will design opportunities for parent involvement each year such as Reading Fair Family Night, Math Family Night and other family events that partner with parents as academic partners for the advancement of student's literacy and math skills. Parent funds are used to support these events and provide materials for parent education in the areas of reading, language arts, writing, and math.

Briarwood uses the Response to Intervention RTI model to provide skill specific intervention to students who are below grade level in reading and mathematics. Data is used to make instructional decisions for

whole class, small group, and individual students. Data meetings are held with a team consisting of classroom teachers, ELL teacher, Special Education teacher, principal, psychometrist, Title I teacher, etc... During the data meetings, intervention strategies are discussed and altered to improve student learning. Teachers progress monitor students performing below grade-level expectations in reading and mathematics. They use that data to measure the effectiveness of the intervention used with the students. STAR Reading and Math benchmark data are used to measure student growth towards proficiency in the Oklahoma Academic Standards.
Students receive services based on their STAR (universal screener for both reading and math) scores and classroom performance. Classroom teachers, special education teachers, guidance counselor, speech-language pathologists, ELL teacher, Native American tutor, and the Title 1 teacher administer assessments and analyze data to best identify the needs of the students. Students' progress is monitored continually, and all parties communicate regularly to track the effectiveness of instruction and interventions. During the data meetings that occur every 5-6 weeks, special education teachers, guidance counselor, speech-language pathologists, ELL teacher and Native American tutor work closely with the classroom teacher to determine the intervention strategy needed to meet the specific learning needs of the student receiving their services. The students receive these services until their support team determines that they no longer qualify or require the service. (Additionally, funds secured through SRA are used to coordinate targeted instruction, fund tutors, and provide Summer Academy for qualifying individuals in grades K-3.)

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, Native American Education and/or Special Education. Using 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, Native American 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. Moore Public Schools has implemented social and emotional programs at all elementary, junior high, and high schools through the school counselors and licensed professional counselors. Everyone works to identify any student who might need additional outside counseling services.

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.

Briarwood Elementary evaluates and revises its Title I Schoolwide Plan by holding Site Based meetings once a semester. The Site Based meeting includes the principal, Title I Coordinator, Title I teacher, a variety of teachers from different grade levels, librarian, parents, and anyone else who would like to attend. We collaborate to provide our students with the best educational opportunities possible. The agenda for the meetings includes: a review of the program, parent involvement events, budget, materials purchased, goals based on STAR reading and math, needs assessment survey results from teachers, students, and parents, and professional development. In the fall, we focus on what we are doing for the upcoming year, and in the spring, we determine if our program was successful by viewing data results toward our goals. We also discuss the needs assessment and site plan for the upcoming year.

The schoolwide site plan is analyzed and reviewed based on performance and non-performance data collected and presented each semester at the Site Based meeting. Our Title 1 parent involvement events are designed for families to learn strategies to reinforce at home learning. By partnering with the PTA, librarian, and community partners, we hold several events to get many parents involved. We will survey parents about events they would like to see in the future and how we could make the events better. This feedback helps us plan events for the next year. As goals need to be increased or decreased, data is analyzed to determine why and where more support is needed.

At Briarwood, data is continuously being reviewed throughout the school year to evaluate instructional practices, determine student growth patterns, analyze achievement, find gaps across grade levels, classrooms, and content areas. In September, MPS held an all-day in-service, focused on reviewing data and

instructional practices. The site principal meets with all staff members to analyze the previous year's OSTP results, look for weaknesses, and celebrate successes. Staff is then broken up into grade levels and given a schedule to meet vertically with other grade levels to see how instruction is provided, and curriculum calendars are affecting student growth a year above and below. Also, each grade level reviews previous years' state standards achievement reports from STAR EL, ELA, and Math. Then, each grade level designs a SMART goal for ELA and one for Math to implement in the current school year. Additional data meetings are held monthly to analyze the growth of students and whether goals have been achieved. The administrator draws attention to data to determine if there are gaps between grade levels, classroom, or content areas. These data meetings are also used to check on students participating in RTI instructional groups. We look at data not just for individual students, but data across classrooms, grade levels, and content areas. Parents are included in the RTI process, the SRA program, and the Title 1 program. They are informed of additional instructions they can complete at home and are included in communication to review data and make decisions through multiple means; conferences, over the phone, notes sent home, Parent Square, and through the parent portal.