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 17, 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 Number:	14
Superintendent Name:	Robert Romines
Email Address:	robertromines@mooreschools.com

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

School Information	
School Name:	Fairview Elementary
School Site Code:	107
Principal Name:	Kara Hayes
Email Address:	karahayes@mooreschools.com
*School Poverty Rate:	81%

*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.

Fairview teachers and staff are committed to the involvement of parents in their children's education. Through Title I funds, parents are given opportunities to attend informational meetings and events to give them ideas and strategies to increase their students' academic performance. We send home paper flyers several weeks before each event. We continue to send home paper flyers for the event each week leading up to the event. We post the event and details on our school website, the Fairview Parent Square app, and on our marquee in front of the school. We host most of our school-wide parent events in the evening because we have found the early evening times work best for our parents and students. In addition, we host a few grade-level parent events during the day to allow guardians with busy evening schedules to attend more events. We partner with our PTA and media center to provide a variety of engaging ideas for our parents and students to participate in. Parents are given opportunities to attend events to give them ideas and strategies to increase their students' academic performance.

Fairview has a Title 1 committee made up of teachers, staff, an administrator, and parents. This committee is called the Parent Community Advisory Council (PCAC). The goal of the committee is to

strengthen the parent involvement component for our school. The committee meets once per semester to discuss and plan for upcoming parent involvement activities and two additional times to review our Fairview Title 1 site plan. During the review of our site plan we review and discuss the information gathered from our needs assessment. This information includes feedback from parents, students, and teachers and helps the committee plan for the next school year.

To foster family involvement, Fairview hosts a Back to School Night in the fall. At this event families are able to receive information about our Title 1 program, meet the teachers, apply for free and reduced meals, and join PTA. An annual parent information meeting is held in the fall to inform parents about Title I and the services available to them. Title 1 funds are also used to host at a minimum two parent involvement events throughout the year, one in the fall and one in the spring. Teachers, parents, and students are asked to evaluate our Title I program and all that it provides through surveys online and in paper format. Feedback from parent surveys has been positive about our Title I program and our parent involvement events. When surveyed, 90% of our parents feel like we are providing a quality education to their students and 91% of parents rated our parent involvement events as “successful” or “very successful”.

Fairview Elementary envisions creating a learning environment that prepares students to be successful citizens that are lifelong learners. Fairview Elementary will strive to meet our vision by communicating with students, parents, and teachers through various communication tools. We will continue to educate ourselves so that we can present our students with best practice methodologies to meet their academic needs and model life-long learning for students and the community. We will use all available resources to provide our students with opportunities to learn using the most advanced technology. Children will leave Fairview Elementary with the literacy and mathematical skills to excel in all future endeavors. They will do this while following life's principal tenets of outstanding citizenship.

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. 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 or the Moore Public Schools Administration Service Center. This conference is set up by the district’s Student Services Department. The Title I Schoolwide Plan is available 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.

Fairview Elementary (FVE) serves students in grade PK- 6, is in OK County in the Moore Public School district. Early in the fall semester, RTI teams meet to discuss student needs. RTI teams consist of classroom teachers, principal(s), reading specialist, and school psychometrist. These teams will review data from STAR EL, STAR Reading, STAR Math, and OSTP scores if applicable. Title 1 and RTI placement are determined using this data.

OSTP scores for the year 25-26

	23/24	**24/25**	**25/26**
3rd ELA	44%	14%	4%
3rd Math	24%	20%	12%
4th ELA	46%	17%	6%
4th Math	29%	15%	12%
5th ELA	28%	19%	13%
5th Math	20%	9%	8%
5th Science	13%	18%	18%
6th ELA	24%	14%	20%
6th Math	22%	14%	11%

STAR Reading benchmark score @ EOY 25-26

Year	**Kinder (EL)**	**1st Gr**	**2nd Gr**	**3rd Gr**	**4th Gr**	**5th Gr**	**6th Gr.**
25-26	58%	44%	39%	41%	48%	32%	47%
24-25	69%	39%	49%	36%	57%	44%	47%
23-24	71%	35%	49%	49%	47%	29%	25%

STAR Math benchmark score @ EOY 25-26

Year	2nd Gr	3rd Gr	4th Gr	5th Gr	6th Gr
25-26	30%	45%	33%	33%	38%
24-25	39%	39%	49%	40%	49%
23-24	49%	43%	51%	40%	41%

Title 1 Data Profile

Student Enrollment by Gender

Year	Total Enrollment	#Male	%Male	#Female	%Female
2025-2026	630	310	49%	320	51%
2024-2025	687	373	54.29%	376	54.73%
2023-2024	770	380	49.35%	390	50.65%
2022-2023	760	390	51%	370	40%
2021-2022	707	354	50%	353	50%

Student Enrollment by Ethnicity

Year	Total Enrollment	Black %	American Indian %	Hispanic %	Asian/Pacific Islander	White %	Other %
2025-2026	630	11%	3%	43%	8%	23%	12%
2024-2025	754	12.60%	2.65%	41.25%	4.64%	23.21%	14.06%
2023-2024	770	18.83%	10.52%	20.65%	9.09%	40.91%	0%
2022-2023	760	10.7%	3%	38.5%	9.2%	24.4%	13.9%
2021-2022	707	10%	3%	39%	9%	24%	15%

Students Eligible for Free and Reduced Lunch Program

Year	Number	Percentage of Population
2025-2026	513	81%
2024-2025	603	79.97%
2023-2024	517	80.91%
2022-2023	567	74.6%
2021-2022	306	43%

Students Participating in Title 1 Programs

Year	Number	Percentage of Population
2025-2026	630	100%
2024-2025	694	100%
2023-2024	770	100%
2022-2023	760	100%
2021-2022	707	100%

Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population
2025-2026	148	21.6%
2024-2025	754	18.70%
2023-2024	176	22.86%
2022-2023	194	26%
2021-2022	171	24%

Teacher Turnover Rate

Year	Number of Returning Teachers	Number of New Teachers	Percentage of Turnover
2025-2026	30	10	22%
2024-2025	37	7	16%
2023-2024	27	18	40%

RTI teams at Fairview meet monthly to discuss student data and progress. At the beginning of the year, teams meet to identify students that are at risk and begin interventions with weekly progress monitoring. All students that score below benchmark (40th PR) on STAR EL or STAR Reading are considered at risk and are placed on a Response to Intervention Plan. Teachers do targeted interventions 3-4 times a week with students and do regular progress monitoring to monitor student performance. This data is tracked in STAR CBM or on our district MARTI graph. During monthly RTI meetings, this data is reviewed to determine if interventions have been effective, need to be changed, or if the process of special education referral needs to begin. Students progress to the next intervention skill when they pass their progress monitoring assessment in 3 out of 5 trials.

Fairview Elementary's overall grade on the A-F report card was a D, or 34%, compared to the state score of 54%.

OSTP 2025-2026: ELA

Students with Disabilities

Grade	Advanced %	Proficient %	Basic %	Below Basic %
3rd	0	0	7	93
4th	0	0	17	83
5th	0	0	8	92
6th	0	0	14	86

Economically Disadvantaged

Grade	Advanced %	Proficient %	Basic %	Below Basic %
3rd	0	5	34	62
4th	0	6	21	73
5th	4	9	44	44
6th	0	13	44	44

Hispanic

Grade	Advanced %	Proficient %	Basic %	Below Basic %
3rd	0	3	36	61
4th	0	5	21	74
5th	3	14	49	34
6th	0	15	51	34

Black/African American

Grade	Advanced %	Proficient %	Basic %	Below Basic %
3rd	0	0	17	83
4th	0	0	22	78
5th	0	8	42	50
6th	0	17	58	25

English Language Learner (ELL)

Grade	Advanced %	Proficient %	Basic %	Below Basic %
3rd	0	5	37	58
4th	0	0	20	80
5th	0	4	42	54
6th	0	0	36	64

OSTP 2025-2026: Math

Students with Disabilities

Grade	Advanced %	Proficient %	Basic %	Below Basic %
3rd	0	7	14	79
4th	0	0	33	67
5th	0	0	25	75
6th	0	0	36	64

Economically Disadvantaged

Grade	Advanced %	Proficient %	Basic %	Below Basic %
3rd	3	11	32	54
4th	4	4	41	51
5th	1	3	37	59
6th	1	6	38	55

Hispanic

Grade	Advanced %	Proficient %	Basic %	Below Basic %
3rd	0	11	33	56
4th	3	5	40	53
5th	3	3	31	63
6th	0	7	49	44

Black/African American

Grade	Advanced %	Proficient %	Basic %	Below Basic %
3rd	0	0	33	67
4th	0	0	22	78
5th	0	8	25	67
6th	0	8	17	75

English Language Learner (ELL)

Grade	Advanced %	Proficient %	Basic %	Below Basic %
3rd	5	11	26	58
4th	0	5	35	60
5th	0	0	25	75
6th	0	5	32	64

Our parent survey indicated that 90% of our parents feel like Fairview is providing a quality education for our students. Of the parents who have a student participating in Title interventions, 51% of parents stated they were very satisfied and 28% stated they were satisfied with the interventions their student received.

The teacher survey indicated that 93% of our teachers felt that the overall effectiveness of Fairview's Title 1 program was very effective or effective and 79% of teachers felt that their students made improvements with Title I interventions. Also, 86% of teachers responded that this year's parent involvement events were effective or very effective.

Students, faculty, and staff all contribute to an environment of mutual respect, fairness, equity, and school safety that is conducive to learning and character development. Teachers work together to develop proven teaching strategies that are engaging and meet all learners' needs. We have a strong community presence that is evident at our parent involvement evenings by the support of local businesses, universities, clubs, and the increase in attendance by parents. In the 2024-2025 school year, Fairview began the process of implementing the Leader in Me program. In the first year, our lighthouse team and school staff were trained in the program. During the 2025-2026 school year, teachers and students began implementing the Leader in Me program together through morning meetings and tracking WIGs (wildly important goals). During the third year, we will begin implementing the program with parents. The Leader in Me program focuses on academics, leadership, and culture with the goal of equipping students with the skills needed to thrive in our world.

2026-2027 Goals

Reading Goal:

- The number of kindergarten and first grade students scoring at or above benchmark on STAR EL will increase by 10% by the end of the school year.
- The number of 2nd-6th grade students scoring at or above benchmark on STAR Reading will increase by 10% by the end of the school year.

Math Goal:

- The number of 2nd-6th grade students scoring at or above benchmark on STAR Math will increase by 10% by the end of the school year.

Technology goal:

- New technology will be added to classrooms as it becomes available and Fairview teachers will increase utilization of technology during K-6 instruction during the school year.

Parent Involvement Goal:

- The number of parents/family members attending Title I activities will increase by 10% as identified by the sign in sheets from each activity when compared to the previous school year.

Data collected from our end of the year STAR EL, Reading, and Math assessments are used to determine if our site goals are being met. Increases in the percentage of students benchmarking on STAR Early Literacy or STAR Reading were seen in kindergarten, second grade, and sixth grade. Kindergarten met their goal with an increase of 10%, while second grade increased by 3% and sixth grade by 2%. Increases in the percentage of students meeting benchmark in STAR Math were seen in second grade and third grade. Second grade increased by 6% and third grade by 4%.

We were able to meet our technology goal this year, but fell slightly short on our parental involvement goal. This year we were able to replace some of our older Chromebooks with updated versions and added additional iPads to our inventory. Based off sign in sheets, our parent involvement decreased by 18.6%.

STAR Early Literacy/Reading (% of students at or above benchmark)

Grade	% from Fall 2025	% from May 2026
Kindergarten	48 (EL)	58 (EL)
1st	45 (EL)	42 (EL)
2nd	36	39
3rd	50	41
4th	49	48
5th	46	32
6th	45	47

STAR Math (% of students at or above benchmark)

Grade	% from Fall 2025	% from May 2026
2nd	24	30
3rd	41	45
4th	46	33
5th	42	33
6th	43	38

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.

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. All curriculums taught in Moore Public Schools are research-based and evidence-based and provides for enrichment for high-achieving and remediation for at-risk students. Curriculum programs adopted include evidence-based strategies on multi-tiered levels. 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 with the curriculum and pacing calendars provided by our district curriculum department to plan instruction. Teachers, Reading Specialists, and Administrators meet regularly to collaborate in vertical/horizontal teams and analyze collected data. STEAM classes began in 2019-2020 for all elementary students. Honors classes begin at the Junior High level and High School offers AP classes and concurrent enrollment.

Title I funds are spent on supplemental materials to target the core standards in Reading, Language Arts, Writing, and Mathematics. Our district follows federal guidelines in helping coordinate programs for qualifying students for additional assistance that supports their success in school. Students who qualify for Title I, 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.

Teachers hold regular data meetings (one or more per month), in which they collaborate with other teachers, administrators, and instructional support staff (ex. Reading Specialist, School Psychometrist, etc.). These meetings 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 each student's needs. Additionally, collaborative conversations include the reliability and validity of assessments being utilized. Topics covered include the appropriateness of the 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. Site specific meetings review data collected from STAR, grade level assessments, RTI progress monitoring probes, attendance, and OSTP reports when applicable.

Moore Public Schools participate in child-find to identify students as young as 3 in the community who might need Special Education services including but not limited to: speech, occupational therapy and physical therapy. 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.

Students have access to many resources that provide additional assistance throughout the day. These services include Title I intervention, before/after school tutoring, ELL tutoring, Indian tutoring, speech services, special education services, and summer school. Students are identified for these programs through appropriate assessments. Fairview will determine appropriate instructional strategies through ongoing evaluation of the data collected throughout the year. Fairview Elementary participates in skill-based interventions throughout the year to help students master skills that they have deficits in. Those students continue to make progress throughout the year and hopefully meet grade level expectations by the end of the year.

MPS offers a range of extended learning opportunities beyond the school year for at-risk students. Summer school is offered every June for students in grades K-3. 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 end of the summer program. Fairview's Title I and SRA funds are used to provide summer learning materials for students in kindergarten through second grade. Incoming kindergarten students are given several materials to prepare for the upcoming school year such as: a book, alphabet/number/color/shape flash cards, upper and lowercase letter mats, scissors, pencils, crayons, and a packet of activities to practice skills throughout the summer.

Teachers have the opportunity to attend district and/or site level on-going professional development in the areas of individualized instruction and/or instructional strategies. At the site and district level, teachers are supported and encouraged to facilitate professional development for other teachers to show what they have learned. Curriculum coordinators offer monthly PD in specific content areas as well as Oklahoma Standards training. Other professional development opportunities include Teachers Need Teachers Day, Site Improvement Day, book studies, and various workshops.

The Moore Public School District teams with local universities, attends local job fairs, and partners with student teachers for possible future employment. Open positions are posted on the district website. Also, the district provides competitive wages to future teachers. The new teacher orientation process provides a one-day new teacher orientation for all teachers that are new to the Moore District as well as a two-day classroom management boot camp based on the work of Harry Wong. The mentoring program teams an entry year teacher with an Academic Resource Administrator 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 grade level mentors or the district academic coaches for more intense mentoring in needed areas. All buildings and facilities are maintained by the district. Teachers have current, researched based curriculum and textbooks as well as teaching resources and materials. Buildings have updated

technology and provide ongoing training for all teachers. Title 1 funds at high poverty, low-performing schools provide additional resources, technology, classroom materials, and professional development opportunities. Teachers are also encouraged to participate in the MPS Foundation grants each year for items or materials needed in the classroom. The district works with local universities to provide cohort opportunities for enhanced degrees to encourage and ease the burden of attending in a traditional format. Informational meetings are held to inform teachers of the process in attaining National Boards.

4. Coordination and Integration

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.

At Fairview Elementary we have a Title 1 reading specialist, one Title 1 reading teacher, one Title 1 teaching assistant, and two Title 1 tutors. Our reading specialist, reading teacher, teaching assistant, and tutors work with students who have not met the benchmark on the STAR Reading assessment and STAR Early Literacy assessment in grades kindergarten through fourth grade.

The Title I teachers serve as a resource for all grade level and content area teams to support new and experienced teachers. Title I funds are spent on supplemental materials to target the core standards in reading, language arts, writing, and mathematics. Teachers are surveyed at the end of every year and asked what materials would best help them in their classrooms. We also look at the STAR reading and math assessment data to identify skills that our students are lacking in and purchase research-based materials to help supplement other classroom resources.

Moore Public Schools uses the Response to Intervention (RTI) model to improve student outcomes. The teachers identify the students' most critical skill and provide intervention and progress monitoring. Fairview implements MTSS. MTSS (Multi-Tiered Student Support) helps to establish building wide procedures and

practices common language throughout the school, while also providing levels of support to those children who are at a greater risk for behavior issues or failing grades.

Our district follows federal guidelines in helping coordinate programs for qualifying students for additional assistance that supports their success in school. Students who qualify for Title I, ELL, Indian Tutoring, Special Education, Occupational and Physical therapy, and speech are serviced by these programs after qualifying with the respective assessments. These services are provided to students if they are needed or until it is determined they have reached their academic goals. Strong Reader's Act (SRA) funds are also utilized for the purchase of materials and for a daytime tutor to work with students in kindergarten through third grades when able. Summer school is funded through Title I and SRA for students in kindergarten through grade.

Moore Public Schools strives to serve all students in need of academic, social, emotional, and/or special education services at any point during their education through Title I, Title III, Title IV, Indian Education and/or Special Education. Utilizing the Child Find Program, we identify students in the community; at an early age, in need of special education services and work to provide families with education and support before their child even begins school. Once a child begins school, any need that is identified is quickly addressed by either Title I, ELL, Indian Education, Speech, and/or Special Education; in addition to other programs that are available within the district depending on the student's needs and qualifications. We see it as our duty to ensure that all students' needs are being met. We have implemented social and emotional programs at all our elementary, junior high, and high schools through our school counselors and licensed professional counselors and we work to identify any student in need of additional outside counseling services.

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

5. Evaluation and Plan Revision

☒ By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. ESEA Section 1114(b)(3)

Expectations

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

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

Fairview Elementary holds two site-based meetings annually, one in the fall semester and one in the spring semester. Participants that attend the site-based meetings include the principal, Title 1 reading specialist, Title 1 reading teacher, at least one teacher from each grade level, Title I teaching assistant, Title I district coordinator, and parents. The purpose of these meetings is to inform teachers, administrators, district coordinators, staff, and parents what the Title I program focuses on throughout the year, how we intend to spend our budget, parent involvement nights, professional development, the results of our yearly teacher, student, and parent surveys, our reading and math goals and how we met or did not meet those goals throughout the year.

Fairview's Title I Schoolwide Plan is updated twice a year, once in the fall when test scores from the previous year have been released and once in the spring with all of the data from the current school year. Different types of data are used to update the schoolwide plan: State test scores, school STAR Reading and Math scores, demographic information of our students, surveys from parents, teachers, and students, and information from the state school A-F report card. Our math and reading goals are adjusted every year based on how the students have achieved on state tests and STAR tests. In September of each year, Moore Public Schools has each site hold an in-service day focusing on school leadership and instructional staff reviewing data and best instructional practices.

The Title 1 reading specialist, Title 1 reading teacher, school psych, principal, and assistant principal hold monthly data meetings with each grade level team that focuses specifically on Response to Intervention (RTI). These monthly data meetings discuss student achievement data, student growth, changes in growth

gaps across classrooms in the same grade level, changes in growth gaps across grade levels, and changes in growth gaps among content areas.