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.

September 14th, 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:	Central Junior High
School Site Code:	576
Principal Name:	Holley Linn
Email Address:	Holleylinn@mooreschools.com
*School Poverty Rate:	65.33 %

*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 Jr. High's teachers and staff are committed to the involvement of parents in their children's education. An annual Title I information meeting is scheduled at the beginning of each year, with notices distributed on Parent Square, reminder notes, and IC messengers sent out at the beginning of school. Title I pamphlets, along with parent/teacher/student/administrator compacts, District and Site Parent Involvement Policies, and Parents' Right-to-Know information are all distributed to parents at the beginning of each school year. Infinite Campus (online gradebook) is provided for teachers to input scores and for both students and parents to access grades and comments from teachers. Parents also receive information as soon as school starts about how to access grades through Infinite Campus. Parents can also gain login information anytime through the school office. To properly address the vision of our school, we align instruction with State Standards and communicate these standards to

invested shareholders, including parents. We connect parents to the standards through in-person meetings (Title I Site Base Meetings, PTSA meetings, Parent-Teacher Conferences, and other interpersonal communication); informational and brochures; using of Class Syllabi and Infinite Campus; and they are posted on the Title I website. Throughout the year, teachers communicate with parents continuously through phone calls, emails, meetings, and district approved apps. Parent-Teacher conferences are twice a year; one in the fall and one in spring. The times include evening hours for working parents. For parents who cannot attend during the designated conference times, accommodations are provided, and meetings are scheduled around their availability. Through Title I funds, parents are invited to attend and learn ways to increase their child's academic performance through informational meetings and events that provide ideas and strategies for parents and kids to interact while learning and then follow up with home activities that are provided. The at-home activities are listed on a "At Home" handout that can be completed with supplies provided at the parent involvement event to continue learning at home. Parent involvement activities are advertised through notes sent home, emails, district and school websites, and district approved communication apps. These events are also publicized by sending IC Messengers, Central's monthly calendar of events on the web site, posters, and various social platforms. The Title I program at Central provides a library full of resources for parents to assist their students learning at home. The parent library covers a wide variety of parenting topics. The Title 1 website provides monthly Reading Connections. CJH has an established committee comprised of teachers, staff, administrators, and parents. This committee is called the Parent Community Advisory Council (PCAC). The goal of the committee is to strengthen parent involvement in our school. The committee meets once per semester to discuss and plan upcoming parent involvement activities and evaluate the Title I program's effectiveness. An annual parent informational meeting is held to inform parents about Title I and the services this program provides our students. Teachers, parents, and students are asked to evaluate the Title I program and its provisions through digital surveys. To encourage parent and guardian attendance at Title I events, the events are advertised in a variety of ways. Parents are notified about the events as early as possible. This includes flyers sent home, posts on district approved communication apps, social media accounts, automated phone dialers, advertise on marque, classroom promotional activities, and posters in the building. The advertising for a Title I event usually begins about 3-4 weeks before the event. The Title I events offered to parents and guardians are offered at various times throughout the school year. These times are determined from the parent survey conducted each spring. Based on the survey, parent events are offered in the evenings Monday- Friday. This helps to increase the parent turnout at the Title I events. Following each Parent Involvement activity throughout the year, feedback is gathered from students, teachers, staff, and parents to assess the effectiveness of the event and make changes to better meet parents' and students' needs. A Parent Involvement Activity Review is then completed to reflect on what worked and where adjustments need to be made. Each year, all parents are provided with electronic surveys at the end of the year to evaluate the Title I program. Information from these surveys is then used to guide the Title 1 program's practices for the coming year. The Central Junior High Title I program is committed to inspiring ambitious standards of academic performance and character. Students, faculty, and staff contribute to an environment of mutual respect, fairness, equity, and school safety that promotes an environment conducive to learning and character development. As part of the Title I Schoolwide Plan, teachers strive to meet the plan's goals by incorporating standards-based curriculum provided by the district. Teachers work together to develop lessons using proven teaching strategies that engage and meet students' needs. Collaboration meetings are held to analyze assessments and to monitor the learning of all the students, but also to specifically monitor the at-risk population. These results guide the process of instructional

improvement by addressing individual needs of students. 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 for the Moore Public Schools Administration Service Center. This conference is set up with 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 school's system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of 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.

Central Junior High School's current enrollment is 576 students. 65.33% of Central's students participate in our free and reduced lunch program.

Group	Level	Grade	ELA	Math	Science 8th grade only
Economically Disadvantaged	Below Basic	7th and 8th Grade	110	127	52
NOT Economically Disadvantaged	Below Basic	7th and 8th Grade	63	84	36

The highest percentages of at-risk student populations are our Black/African, Hispanic/Latino American, and two or more race groups.

Group	Level	Grade	ELA	Math	Science 8th grade only
Black/African American	Below Basic	7th Grade	16 Students	18 Students	x
Hispanic/Latino American	Below Basic	7th Grade	32 Students	35 Students	x
Hispanic/Latino American	Below Basic	8th Grade	41 Students	54 Students	36 Students
Two or more races	Below Basic	8th Grade	24 Students	36 Students	27 Students

Central Junior High is committed to supporting students who face obstacles and disadvantages; the goal is to provide the necessary tools to prevent these challenges from hindering a child's educational development. The 7th grade students that are classified with disabilities scored 82% (Below Basic) on the ELA OSTP and 85 (Below Basic) on the Math OSTP. The 8th grade students that are classified with disabilities scored 84% (Below Basic) on the ELA OSTP, 87% scored (Below Basic) on the Math OSTP, and 78% (Below Basic) on the Science OSTP. At Central Junior High, there is a wide range of students in each classroom, from those working several grade levels below grade level to those working several grade levels above. The teachers assist the students with success by meeting them where they are by analyzing data and forming relationships with the students. Knowing the strengths and needs of our students helps us choose the most useful resources to support them in their academic needs. Central Junior High has many teachers at different points in their education career. This includes brand-new first-year teachers to teachers who have been teaching over 20 years. The beauty of this is that they all bring many strengths into teaching which helps peer teachers to improve and strengthen their own teaching. This is accomplished by coordinators, coordinator professional development days on site, mentoring teachers, professional development, assessing data, and collaboration. The community around Central Junior High is composed of The City of Moore community service buildings and businesses. When teachers or students need resources for academic learning or donations for events,

we have many local businesses and churches in the community that provide donations to meet those needs. Students at Central Junior High are also helping the community with its needs as well. This is done by mentoring younger students at Central Elementary (located next door), volunteering at community events, our recycling program, and inviting the community to be a part of all school and Title 1 events. At Central Junior High, data is used to monitor the success of our Title I program and evaluate whether our goals are being met. This data drives instruction to improve our schoolwide program and meet our students' needs. Our Title I Committee determined that the goals for 2025-2026 school year were as follows: Reading: 7th and 8th grade reading students will show a year's growth on average by grade level on the district's chosen online reading assessment. Math: 7th and 8th grade math students will show a year's growth on average by grade level on the district's chosen online math assessment. Current technology will be available and taught to use correctly and effectively in all Language Arts and Math classes. This technology goal is met by means of laptops, smartboard projectors, screen beams, computer labs, and the Innovation Lab. Moore Public Schools are now one to one device for digital learning so that all students are technology all the time to use for learning. Additional Title 1 Chromebooks are checked out to teachers for students that do not remember their device, have computer problems, or for students that do not have their device charged. Central Junior High's Title 1 Program starts at the beginning of the year with data collection of the previous years' OSTP scores to identify the most at-risk students and to guide classroom instruction for all students. Throughout the year, both reading, and math teachers analyze the data from the online district assessment reports using the scaled scores in alignment with the Title 1 goal. Each time an assessment is given, the at-risk students are evaluated, and any needed additional supports are added such as an increase of in-class modifications, peer tutoring, after school tutoring, or the implementation of an RTI process. The technology use of teachers and students is analyzed through monitoring the check-out system of technology and the co-planning/teaching of digital lessons with the Literacy Coach.

At this school, 72% of student instruction is provided by an "Experienced" educator. Parent involvement is a crucial factor for student success at Central. There were 40 parents and 37 students at the Title 1 Unicorn Vomit Lab Night and 52 parents and 52 students at the Title 1 Mathnasium Night-Integers last year. Student achievement data points are gathered from teacher assessments, OSTP (annually), and school assessment data (3 times per year). The data is compared to previous data to evaluate the success of the school's plan and evaluate whether the site goals are being met. The RTI process for the most academically at-risk students starts with a classroom teacher referral that is followed by level 2 interventions, documentation, level 3 interventions, gathering of data, and meetings with parents. This process is implemented to verify the best way to meet the student's academic needs for learning success. Central Junior High's State Report Card 2025-2026 scores were 33% for overall Academic Achievement, 36% for academic growth, 50% for English Learners proficiency progress, 82.8% for Chronic Absenteeism and a 40% overall percentage. Annually, at the end of the year, Title 1 surveys in digital format are given to parents, students, and teachers at Central Junior High. Last year, parent surveys revealed that 67% of parents received positive teacher contact, but 33% were never contacted by a teacher this year. It also stated that most students were able to use Canvas to keep up with absent work and that parents utilize the school website, direct emails, and IC Messenger to and from teachers to keep up with their child's grades and school experiences. The student surveys revealed that students would like to use games in classes more, that students struggle most with the vocabulary in math classes, that students saw their reading scores go up and down as a result of reading or not reading, math and science were

classes that they felt they learned a lot in, and that many students do not know how to take notes and need time management strategies to complete work. The teacher surveys reported that teachers want help with differentiation, scaffolding assignments, and collaborative learning. Because of the surveys, the academic focus for 2026- 20207 will be on increasing literacy skills and tier 1 instruction by departments and specific goals that they have identified to impact academic achievement of students.

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. The implementation of the Instructional Model for the entire district has resulted in common evidence-based strategies that are vertically aligned throughout all grades and contents. Honors classes are offered in both grades in junior high. STEM enrichment classes were implemented for the 2020-2021 school year. The schedule was changed during the 2025-2026 school year to add 33 minutes for advisory classes. The district purchased a Leader in Me curriculum focused on leadership and literacy. The students work on Leader in Me Lessons and recommended IXL skills for Math and ELA. The Leader in Me curriculum is based on the book *7 Highly Effective Habits of People by Steve Covey. B*efore the school year begins, reading and math assessment data and OSTP data from the previous year are analyzed by reading and math teachers, administration, and the literacy coach to identify at-risk students. Central teachers are encouraged to utilize Tier 1 strategies in their classrooms. In both math and reading classes 4 times a year, students take the districts online benchmark assessments. They also utilize the curriculum's assessments throughout units. Data collection is shared with stakeholders in each student's education, including students in junior high. This team approach enables all academic decisions to be well informed for the best avenues of a student's educational choices and plan.

Mastering the State's standards can be difficult for students for a variety of reasons. To assist incoming seventh graders, they are invited to Cub Camp each August to learn about the many resources available at Central Junior High. Moore Public Schools provides services such as therapies for speech, occupational therapy, and physical therapy. Counseling with school counselors or the school district's LPCs, or meeting with Moore Youth and Family Services are all provided at school for students in need of mental health support. An in school Indian Tutor provides tutoring services for the Native American population at Central Junior High. Moore Public Schools offer grade remediation evening tutoring for all students that have a D or F in a content class. Different dates throughout the year at Central are utilized once or twice a semester for grade recovery. Central Junior High's Culture Committee created a school wide criteria list that is founded on positive expectations of behavior and followed by clear guidelines. The consistency of clear guidelines is foundational for students. Different activities, such as dances, extended lunches, and fun days, that a student can qualify for are offered throughout the year to motivate students to complete work and to have a passing grade. This has established a positive culture at the school that everyone behaves the Central way. Clear expectations and discipline steps are used in all Central Jr. High classrooms. Individual student meetings are used to intervene when needed with a behavior or to address behavior problems. Parents are utilized as knowledgeable resources when creating a student's behavior plan at Central. Using the district's online assessments, at-risk students' performance is assessed over time. If growth occurs, the interventions stay in place and the monitoring continues. If growth is not occurring, the interventions are evaluated and removed if ineffective, changed, or more supports are added. If growth is occurring, then those supports are left in place and the monitoring continues. If growth is not noted, then, the data collection continues with the interventions and the process for special services is followed. At Central Junior High, many extra-curricular clubs are offered: Academic Team, Art Club, Project Lit, Make and Takes, E-Sports Club, National Honor Society, Native American Club, Student Council, and Youth and Government. These clubs provide a wide range of extended learning opportunities for all students. All the district's curriculum resources are available for students to access digitally at any time beyond the school day. The CANVAS platform provides a one-time sign on access for all Moore students. Many Central teachers utilize free online resources for students to access within and beyond the school day such as Quizlet, Khan Academy, and Free Rice. A yearly professional development plan has been developed at the district level as well as at Central Jr. High.

The district has an Academic Resource Team, A M.T.S.S. program, and the site has a Site Professional Development Committee. This committee may include teachers from different grade levels or content areas, the media specialist, the Title 1 literacy coach, and/or site administrators. These committee members meet throughout the year and determine the areas of need for professional development for the site. After they determine the need, the faculty is surveyed and an overall plan for professional development is developed. The data sources used to indicate the needs for chosen professional development are teacher surveys, OSTP, subject area tests, Individualized Education Plans, teacher surveys, benchmark data, and district requirements. These data sources drive the needs for professional development throughout the year. 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 a stipend to attend in district professional development. Implementation of learned strategies is monitored by site principal and the literacy coach through classroom observation and walkthroughs, periodic data meetings, mentor teachers, and overall student achievement. At Central Jr. High and district level, teachers are supported and encouraged to facilitate professional development for other teachers to show what they have learned. Professional Development opportunities start with the MPS Kickoff Conference, and then offered throughout the year other opportunities are offered: Teachers Need Teachers Day, Site Improvement Day, and various workshops. 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, and McKinney-Vento Homeless Student training. All training is documented . Decisions for professional development are driven by subject area data and individual site student needs based on assessments, OSTP, and individual teacher observations. After professional development has been attended and strategies are implemented, each site monitors assessment data to determine if the strategies were effective. 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, teacher observations, and teacher assessments. Professional development is the strategy Central Jr. High and Moore Public Schools use to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of our Title I students. They learn and problem-solve together to ensure all students achieve success. When time is set aside for professional development and used effectively, parents and students see results. The Moore District has procedures in place to ensure the hiring of highly qualified teachers that meet the qualifications for vacant positions. The process for ensuring instruction to be delivered by Qualified Teachers begins with the interview process that focuses on specific grade levels and content area needs. The district recruits and retains qualified teachers by providing a competitive monetary incentive of steps on a salary scale for teachers that achieve higher degrees and years of experience. A yearly stipend is provided for National Board-Certified Teachers. The maintenance of all Moore facilities, continuous professional development opportunities, up to date curriculum, ever evolving technology resources and digital training are some of the numerous benefits offered to teachers in Moore. The Moore District teams with local universities, attends local job fairs, and partners with student teachers for possible future employment. Open positions are posted on the district website. Also, the district provides competitive wages to future teachers. The new teacher orientation process provides a year-long coaching program. The mentoring program also teams an entry year teacher with a veteran teacher for site-based mentoring. In addition, principals can refer struggling teachers to be paired with curriculum coordinators for more intense mentoring in needed areas. Moore Public Schools also has three instructional coaches that are utilized for any secondary teachers that need extra support. Moore Public Schools frequently offers on-site cohorts with local

universities to attain further learning to teachers and instructional coaches are provided at all Title 1 junior high schools and at high need elementary schools. The community of Moore provides unconditional support and investment in the educational opportunities that take place in Moore schools. The Moore District has a letter template that can be utilized in a situation when a non-qualified teacher is teaching for more than (4) weeks to notify parents. Annually, the Parents' Right-to-Know Notification is sent home with every student enrolled at a Title 1 School. This letter outlines their right to request information regarding the qualifications of teachers and paraprofessionals. Monitoring/Compliance Document. The Title 1 District Handbook outlines qualifications that must be met for paraprofessionals to reach the highly qualified status. This process ensures that Moore District hires highly qualified paraprofessionals to work at Title I schools.

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.

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available
Title I	funds are used to meet the needs of at-risk and underprivileged youth at sites with more than 40% poverty.
Title II	funds are used to improve teacher education; retain and recruit highly skilled teachers for at-risk skills and high needs subject areas.
Title III	funds are used to provide educational support for English Language Learners.
Title IV	Funds are 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 are used to provide educational supports for students of Native American heritage.

Special Education	funds are used to provide educational support for students with learning disabilities including but limited to IEP, 504, OT and PT.
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 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.

Central Junior High Title I establish a Parent Community Advisory Committee (PCAC) at the beginning of each school year. The committee is made up of teachers, staff, an administrator, and parents. The committee meets once per semester to discuss and plan upcoming parent involvement activities, as well as the effectiveness of the Title 1 program. Once the planning committee has met, two Title I Site Base Meetings are scheduled. The first Site Base Meeting is in the Fall semester, and the second is in the Spring semester. All members of the PCAC are invited to the meetings as well as the Title I District Coordinator, Site Principal, teachers, and all parents/guardians of students at Central Junior High. The purpose of the Fall Site Base Meeting is to look over the current year's plans and goals. The Title 1 goals are address three different areas: English Language Arts, Math, and Technology. During the meeting, future parent involvement events, site goals, budget, tutoring, and ideas are discussed. To achieve our goals, the Title I budget is shown to everyone for the current year. The budget allows the Title I program to purchase resources, and professional development opportunities for teachers to better assist our students for the year. The second Site Base Meeting is scheduled in spring. The purpose for the Spring Meeting is to review how the current year Title I program performed; what worked well, did not work well, goals met, and determine what the next year's Title I

programs focus should be. Parent involvement activities from the year are also reviewed to see what events were successful and why, and how parent involvement for the next year can be increased. During the spring meeting, the next year's Title I projected budget is used to discuss possible ideas on how Title I money should be spent for the upcoming year to promote students learning in ELA, math, and technology. Results from the needs assessment surveys from teachers, parents, and students are also analyzed. Oklahoma School Testing Program (OSTP) results, Oklahoma State Report A-F Report Card, IXL data, and teacher professional development are looked over. The committee then determines what the goals for ELA, math, and technology will be for the next year. After the plan and goals for the upcoming year are verbally agreed upon, the Title I Compact, and Parent Involvement Policy are signed. If goals are met and stakeholders agree with the Title I program, then it is determined that the program is functioning at a high quality. The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.

Central Junior High's Title 1 Program starts at the beginning of the year, in the Fall, with data collection of the previous years' OSTP scores to identify the most at-risk students, to guide classroom instruction for all students, and to plan professional development for teaches. Those identified as at-risk students are closely monitored through classroom observations, IXL diagnostic and benchmark testing in math and reading classes. Throughout the year, reading and math teachers analyze the data from the IXL reports using the scaled scores in alignment with the Title 1 goal. Math teachers analyze the benchmarks that they administer in class during the year for skill increases in alignment with state testing and the Title 1 goal. Each time an assessment is given, the at-risk students are evaluated, and any needed additional supports are added such as an increase of in-class modifications, peer tutoring, after school tutoring. In the Spring, the data is looked at to see if the Title I program met the ELA and Math goals for the year. New goals or the increasing of goals are discussed if the previous goals were met for the year. If goals were not met, the data is analyzed to determine why the goals were not met. Then a new plan of action is determined to meet all academic needs.

The purpose for the September In-Service is for school leadership and teachers to spend a day reviewing data from the previous year and instructional practices to meet our students' needs. Throughout the year, data is collected through classroom observations, various assessments, and progress monitoring that helps to determine the strengths and needs of students. The previous years' OSTP scores are used to determine grade level needs and additional resources that will be required. STAR's reading and math scores are used to guide intervention and instruction for second through sixth grade students. At the junior high level, the district's online assessments are used to guide intervention and instruction for seventh and eighth grade students at our Junior High Schools. Teachers continually progress monitor at-risk students to ensure student success. Data is analyzed during monthly data meetings through collaborative conversations by administrators, teachers, and reading specialists and shared with stakeholders when appropriate. At Central Junior High, grade-level and vertical team meetings also focus on student achievement data, growth, changes in growth gaps across classrooms, grade levels and content areas. Moore Public Schools uses the Response to Intervention (RTI) model to provide skill specific intervention to students who are below grade-level in Reading and Mathematics. In addition, data is used to make instructional decisions for whole class, small group, and individual students, as well as, to measure student growth towards proficiency in the Oklahoma Academic Standards.

The Central Junior High Title I program is committed to inspiring high standards of academic performance and character. Students, faculty, and staff all contribute to an environment of mutual respect, fairness, equity, and school safety that promotes an environment conducive to learning and character development. As part of the Title 1 School wide plan, all teachers strive to meet the plan's goals by incorporating standards-based curriculum provided by the district. Teachers work collaboratively in the development of lessons using proven teaching strategies that are engaging and meet the needs of all students. Meetings are held after assessments to analyze assessments and to

monitor the learning of all the students, but also to specifically monitor the at-risk population. These results guide the process of instructional improvement by addressing individual needs of students.

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 School wide 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 by the district's Student Services Department. The Title I School wide 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.