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.

- In the space below, enter the school year the plan will be implemented.

2026-2027

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

9/15/2026

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

District Information	
District Name:	Moore Public Schools
District Number:	I002
County Name:	Cleveland
County Number:	14
Superintendent Name:	Dr. Robert Romines
Email Address:	robertromines@mooreschools.com

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

School Information	
School Name:	Plaza Towers Elementary
School Site Code:	112
Principal Name:	Cori Peak
Email Address:	coripeak@mooreschools.com
*School Poverty Rate:	76.82%

*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.

Plaza Towers 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. Title I pamphlets along with parent/teacher/student/administrator compacts, District and Site Parent Involvement Policy, and Parents Right to know information is distributed at the beginning of each school year. Parent involvement activities are advertised through notes home, emails, Infinite Campus, Parent Square, district and school websites, and the school marque. U.S. Government published booklets, monthly Reading Connection Newsletter, and teacher created suggestions are sent home throughout the year to inform parents of reading and math strategies, parenting tips, and how to help with homework. Many of these items can be accessed through the site web pages. Classlink & Canvas (Grades K-6) is available to students and parents from home for those who have Internet access. Parents are given the opportunity to preview all their students' grades daily through the infinite campus parent portal and Canvas. Online gradebooks are provided for teachers to input scores and parents can gain login information anytime through the front school offices. Parents are informed

and encouraged to gain access to their student's grades via notes home and dialers during parent teacher conferences. Parent Teacher conferences are twice a year; one in the fall and spring.

An annual Title I information meeting is scheduled at the beginning of each year with notices being sent out on Back-to-school night and reminder notes the first few days of school. Teachers communicate with parents daily through phone calls, emails, and Parent Square. The Parent Teacher Association provides a monthly calendar of events for parents to inform them of things occurring within the school or community. At Back-to-School Night a variety of methods are used to inform parents of the meeting including Back to School telephone calls from office personnel, teachers, and/or the district dialer, school website, posting on the marquee in front of the school, postings at the front doors of the school, and in prominent locations throughout the building such as in the cafeteria and on bulletin boards. Fliers announcing upcoming Parent Involvement events are sent home to parents in students' Thursday folders with a reminder in the next week's folder prior to the scheduled activity. Also, the large calendar in the office of this site contains postings of upcoming events for the month, including parent involvement meetings. Every August, the Parent Compact, Parents Right-to-Know letter, District and Site parent Involvement policies, and the Plaza Towers Title I informational brochure are sent home in Thursday folders and posted on Parent Square. The school web site offers information about upcoming events, additional links for documents and links for additional reading and math practice activities, school monthly calendar, cafeteria meal payment, e-alerts, and staff e-mail. Plaza Towers also uses the Accelerated Reader/Parent Connect (Grades 1-6) which allows parents to log into the website and view their child's Accelerated Reader reports. These reports show the child's reading level, which books have been read, and their performance on tests taken. Parents may also visit Renaissance Place for Accelerated Reading information about their child's reading progress. Many opportunities are provided for parents to visit the school through parent involvement activities. Parent conference days, with one each semester, allow parents to meet with the classroom teachers and the Title I reading specialist to discuss their children's progress.

Moore Title I schools utilize a variety of programs/resources to assist students in transitioning from grade level to grade-level including but not limited to: Kindergarten through 6th grade students and parents are contacted by their teacher(s) in August, prior to the start of school. The students and their families are invited to Back-to-School Night to meet their teachers and become acquainted with their classroom and school. This allows parents and teachers to meet and promote a positive home/school relationship. The Counselor at Plaza Towers plays an integral part in helping new students transition into Plaza Towers. She also conducts periodic classes for each grade level to build character and help in decision processes and assist in daily transition opportunities. The school also shares a Licensed Behavioral Health Practitioner with other schools in the district. This person works with teachers and students twice a week on behavior management strategies. Each grade-level teacher works with the grade below/above to ensure that students make a smooth transition from grade level to grade-level. Some examples of this include: up coming Kindergarten students attend Kinder Camp in the fall before school begins for the parents to learn what will occur in Kindergarten when they are at school all day. This is put on by Title I and Kindergarten teachers. At the year's end, all students receive a summer learning kit with materials to practice reading and math to prepare them for the next grade. Students also partake in a time to visit their upcoming hall & classes to prepare them for the upcoming school year. This makes students feel more at ease knowing where they will be when they return in the fall. At the end of 6th grade, the Junior High Literacy Coach presents the students with information they need to know for summer reading and their first book report. As sixth grade prepares for junior high, there are opportunities for orientation, enrollment, elective previews, etc. The Junior High bands

visit the school to encourage participation in their music programs. All these activities help to ensure a smooth transition for all students. Teachers and staff evaluate the transitional strategies at the end of every year to identify ways to improve the process and make Plaza Towers a better place for academic learning. Teachers meet in vertical teams to ensure that all skills are being covered from grade-level to grade-level. Early childhood teams (K-2) work together to ensure those students are working on grade level in Reading/ELA and Mathematics by the end of 2nd grade. This helps to ensure all students are prepared for third grade and will successfully complete the Oklahoma State Test Performance (OSTP) Exam. Intermediate teams work together to ensure that prerequisite skills are covered in previous grades, examine OSTP scores and determine students' strengths and areas of need to build deficient skills and provide students with intervention in the areas of these deficiencies. Two district Literacy Coaches are available for teachers to work closely with as needed. Procedures are in place for new students entering the school. Students are enrolled, language needs are identified, and students are introduced to their new teacher. Assessments including STAR and EL are provided to identify academic levels. Teachers view previous school records, check for IEP's, past retentions, and/or RTI documentation to ensure proper services. Plaza Towers teachers are provided with a variety of opportunities for continued professional development and academic training in effective teaching methodologies that promote differentiated instructional strategies and literacy instruction at the site level, district level, and out-of district that serve to strengthen the core instruction program and curriculum. They continue to provide professional development opportunities to maximize each teacher's comfort level so that all teachers can provide differentiated instruction to their students. The site technology teacher adds links and information to the school web site with regularity. Canvas and SeeSaw pages are available as a resource for classroom activities and additional websites so that parents feel connected. Parents are invited to be involved in the Reading and Math Family Nights throughout the school year. These are designed to be a social and educational nature to help bond the school community. Teachers, parents, PTA, administrators, and students are brought together for these events of interaction. Title I teams up with the PTA, Media Specialist, STEM, Lakeshore, Mathnasium, local book stores, Public Library, local Food Trucks and community businesses to help bring in more resources for the families who attend the events and enhance attendance. The Southmoore High School National Honor’s Society students make regular site visits to help create spirit and connectivity with this site as it is a feeder school. They help with Title I events throughout the year and various other guests are invited to speak to help encourage students in their academic careers.

Plaza Towers established a committee this year that is made up of teachers, staff, an administrator, and parents. This committee is called the Parent Community Advisory Council (PCAC). The goal of the committee was to strengthen the parent involvement component for our school. The committee meets once per semester, most of the time twice, to discuss and plan for upcoming parent involvement activities, as well as the effectiveness of the Title 1 program. An annual parent informational meeting is held to inform parents about Title 1 and the services available to them. Teachers, parents and students are asked to evaluate the Title I program and all that it provides through surveys online and in paper format. The surveys allow the Title I program to make adjustments and improvements for upcoming events. Parents really like and appreciate what is happening at Plaza Towers currently. Title I was pleased with the positive comments and hope to continue to make Title I something that students and parents benefit from.

Plaza Towers Elementary was established in 1966. When Plaza started out they were the roadrunners and their colors were gold and black. Around 1988-1989, Plaza Changed from the Roadrunners into the Panthers. Plaza stood strong for 47 years as the Plaza Towers Panthers. On May 20th, 2013, a tornado destroyed the

school. The school has been rebuilt in the same location. The kindergarten hall is the safe hallway that has 4 classrooms as safe rooms. Plaza may look a little different than it did in 1966, however the Plaza Spirit is still alive and well. The teachers and employees of Plaza are passing that spirit to the 400 Kindergarten through 6th grade students that now walk the halls. As more students walk through the halls they will feel the love and education that has been held in this place! Plaza Towers Elementary, with cooperation of the community, parents and students, will provide a safe, supportive environment with a variety of educational opportunities to empower each student to develop the attitudes, behaviors, skills, and knowledge to become self-assured, responsible, and economically productive citizens. Plaza Towers' teachers and school stakeholders will provide a quality education to all students. They exhibit expectations that support learning for all students and encourage our students to become positive active members of our global community. Every morning during morning announcements, all student recite the pledge of allegiance, the state flag and Plaza Towers Student Creed. This is a reminder of who they are and what they are to become. Teachers and staff believe that the 7 Daily Habits adapted from Leader in Me Framework is a mission statement that sets the bar high for students to learn how to work hard meeting those expectations in education and in life.

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 either the school site for the Moore Public Schools Administration Service Center. This conference is set-up through the district's Student Services Department. The Title I Schoolwide Plan is available electronically (as a PDF and Word Document) on the district's Title I webpage and on the school's Title I webpage, as well as printed in the school's Title I Public File. In addition, parents and community stakeholders can request an email or printed copy at any time.

2. Comprehensive Needs Assessment

☒ By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of

those children who were failing, or were at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency. ESEA Section 1114(b)(6)

Expectations

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

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

2025-2026 OSTP Data

Grade 3	2026 ELA	2026 Math
Below Basic	47%	33%
Basic	24%	33%
Proficient	29%	24%
Advanced	0%	10%

Grade 4	2026 ELA	2026 Math
Below Basic	47%	36%
Basic	40%	45%
Proficient	14%	16%
Advanced	0%	3%

Grade 5	2026 ELA	2026 Math	2026 Science
Below Basic	30%	32%	25%
Basic	40%	42%	44%
Proficient	26%	21%	28%
Advanced	4%	5%	4%

Grade 6	2026 ELA	2026 Math
Below Basic	35%	30%
Basic	43%	46%

Proficient	20%	22%
Advanced	2%	2%

1. Student Enrollment by Gender

Year	Total Enrollment	# Male	% Male	# Female	% Female
2025-2026	389	206	53%	183	47%

2. Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/ Pacific Islander	% White	% Other
2025-2026	389	15%	3%	24%	2%	37%	19%

3. Students Eligible for Free and Reduced Lunch Program

Year	Number	Percent of Population
2025-2026	290	75%

4. Students Participating in Title I Programs

Year	Program Enrollment	Percent of Population
2025-2026	389	100%

9. Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population

2025-2026	29	6.7%

11. Highly Qualified Teachers (HQT) and Paraprofessionals

Number of Certified Teachers	Number of HQT	Number of Non HQT
31	31	0
Number of Paraprofessionals	**Number of HQT Paraprofessionals**	**Number of Non HQT Paraprofessionals**
12	11	1

12. Teaching Experience

	Years of Experience					
Number of Certified Teachers	**0-3**	**3-5**	**6-10**	**11-15**	**15-20**	**20+**
31	4	3	11	8	3	2

13. Education

	Degree Received					
Number of Certified Teachers	**Bachelor's**	**Bachelor's + 15**	**Master's**	**Master's +15**	**Doctorate**	**National Board Certification**
31	17	2	9	1	1	0

14. Teacher Turnover Rate

Year	Number of Returning Teachers	Number of New Teachers	Percentage of Turnover
2025-2026	30	1	3%

Plaza Towers has a full-force RTI program put on by regular education and special education teachers in the building. The first RTI/Data meeting is held in August to go over new RTI procedures and discuss new protocol. In September, teachers meet to look at the students' first STAR math and reading scores. During the September data meeting, teachers and school psychologist create goals and groups of students who will be in RTI. The reading specialist provides an opportunity for teachers to come to the Title I room to check out resources to help with RTI instruction. Data meetings are conducted the fourth Tuesday of every month to track student progress, discuss special education referrals, RTI documentation and activities, and STAR data. Everyday primary grades conduct RTI in the morning while upper grades have RTI at the beginning of each block. Progress monitoring is recorded on the fourth day after three or four days of intervention over

the same skill. Teachers instruct intervention in a small group setting based on STAR scores and CBM screeners over one skill for four days over a four-week time. If progress is being made during the four-week time, teachers can move on to teach a new skill that the student struggles with. If the student is making inconsistent progress over a four-week period, the teacher will continue to teach that skill until it is mastered. The teacher will also keep the parent informed of all progress being made in RTI by completing a 30 day Intervention Plan and sending it to parents. This is assuring that teachers are conducting small group intervention, working with the student on a daily basis and communicating with parents on how RTI is going. If no progress is made over a nine-week period, the school psychologist steps in to evaluate the intervention, documentation and data to see if special education is necessary and Tier 3 intervention begins. Teachers can always go to the reading specialist for ideas on what to teach during intervention, what progress monitoring tools to use, how to write goals, check out materials, etc. at any time during the year. The Title I Reading Specialist, principal and school psychologist meet with teachers at the end of every month to discuss their students' data, SPED referral, RTI and other concerns. They meet for the duration of their plan time. Teachers like having this resource and it allows everyone involved to know how things are going in the classroom. This is an informative meeting that is productive and worthwhile.

Title I distributed surveys to all kindergarteners and first graders in our building. Both grades have 101 students combined. The survey had eight components to rank as “likes a lot”, “it’s okay”, or “I don’t like - this.” Instead of using the words, smiley faces were used to distinguish the different rankings. In conclusion to the findings, it is evident what the students at Plaza Towers like and don’t like. What Title I noticed is that the majority of kindergarteners and first graders liked using the iPads the most. The second most liked component was center time followed by books and library lessons. The majority of both grade levels really liked these components with a few thinking they were okay and very few not liking them at all. The component that came in last was IXL. There were almost as many students who didn’t like IXL as those who did. There were also several who thought it was okay. The survey results conclude that students in grades kindergarten and first like using iPads the most and like IXL the least. For the students in grades 2-6, Title I constructed an online survey. Title I asked 12 questions about the program and 3 constructed responses about how to make reading and math fun next year and ideas for family events. There were student 128 responses submitted. Technology was a big impact on what students like. Currently, Plaza Towers has four iPad carts, three Chrome book carts, a computer lab with lab tops, K-2nd grade classrooms have a tower of 16 iPads and every teacher has a Newline board or Promethean board in their classroom. Students in grades 4th-6th have a one-to-one device provided by MPS Technology. Some other high percentages that students believe help them learn in math and reading were myOn, library lessons, Pebble Go, IXL, XtraMath, pullouts during the school day, silent reading and Flocabulary.

For the teacher survey, Title I made a form on Microsoft Forms so teachers could easily access the questions and complete the survey in a timely manner. There were 17 teachers who completed the survey. What Title I gathered from the survey is that the Title I program currently in effect is working well. Out of the 17 teachers who took the survey, all believed that the program is effective. Teachers have also seen an improvement in reading for students who attend Title I during the school day. Title I put on family events outdoors and inside the school building this year. The teachers didn’t think anything needed to be changed in order to make these events better other than being able to host things again “in person” and supply food. Teachers voiced their input on what kind of resources Title I could purchase for the next school year. Some of the ideas were; professional development for RTI strategies, Flocabulary (upper grades), subscriptions, LETRS materials, books for book clubs and math materials for upper grades. Title I currently has most of

these, so it's good to see that the teachers are liking and using what Title I purchases. Title I wanted to know how teachers felt about RTI in the building this year. RTI was implemented differently this year and teachers said it was very confusing. Title I seeks improvement for RTI next year and wants to keep RTI positive because it does help the students who struggle. There will be a district Literacy Coach that will be able to help teachers anytime during the school year if the reading specialist recommends it. Overall, Title I believes that the teachers like what is happening at Plaza Towers and with the Title I program. There is always room for improvement and Title I plans to make RTI better understood and easy to implement. Title I is grateful for the responses they received from the teachers. They all had positive things to say about the program and great ideas. Title I received 47 parent surveys and felt that was successful for sending it out earlier and with the activities with family events. Out of the 47 who completed the survey, 35 have students who receive pull out instruction such as Title I, speech, OT, ELL, etc. Those who do receive services found that it was helpful or very helpful for their child. The majority of parents also felt that the Accelerated Reading program and myOn are great programs for our students' reading. Those who attended Title I events, thought that the events were useful and informative. They were very pleased with being about to have in person events in full swing. Parents were also asked to rank how satisfied they were with school-to-home communications and most of the parents are satisfied or very satisfied with this. The last question on the survey was to rank the importance of Math, Reading and Technology with one being the most important and three being the least important. Reading was the most important, Math was ranked second and Technology wasn't far behind. They were all very close, but results show that Reading and concerns that the parent may be experience in relation with the school. Parents really like and appreciate what is happening at Plaza Towers currently. Title I was pleased with the positive comments and hopes to continue to make Title I something that students and parents benefit from.

At Plaza Towers, implementing the 7 Habits from the Leader in Me Framework demonstrates that a student's strength is the ability to work hard and see the result. The students at Plaza have learned from their teachers that working hard, not complaining and achieving goals is what matters most through the 7 Habits and daily life principles. A need that students struggle with is reading at home, the learning gap from the pandemic in 2020 and taking assessments seriously (mostly upper grades). The teachers at Plaza work very hard and do a great job teaching and instructing their students. An overall strength is most teachers conduct productive Tier I whole-group instruction and RTI intervention with materials and lessons. The school has seen growth with the students who are in RTI over the course of the year and it's because teachers are conducting the intervention correctly and it's paying off. As a school, a major strength is the love and support everyone-students, teachers and staff have for one another. The school strives to be a family and to be a safe place for all to be. Lastly, the community in which this school is located has been through some trials and tribulations but have overcome them. The bond that the community has is like no other and will never be broken. Looking back at the data from the 2025-2026 school year, the Action Goals for 2026-2027 will be adjusted to meet academic needs.

Goals are as follows:

<u>Goals for 2025-2026 School year:</u>
EL Goal: 65% of students will be at/above benchmark by the end of the year.
1st grade: 60% of the students will score at/above benchmark on the reading test at the end of the year.
2nd-3rd grade STAR Reading & Math: the percent of students scoring at/above benchmark will increase by 10% by the EOY.

4th-6th grade STAR Reading & Math: the percent of students scoring at/above benchmark will increase by 5% by the EOY.
Technology Goal: Kindergarten-Sixth grade students will participate in technology-oriented lessons that result in authentic learning in their reading and math classrooms. They will also learn how to utilize technology for research, presentations, reading and math programs and assessments.

Goals for 2026-2027 School year:
EL Goal: 65% of students will be at/above benchmark by the end of the year.
1st grade: 55% of students will take the STAR Reading test and score at/above benchmark by the EOY. First graders will take the STAR reading in the fall.
2nd-3rd grade STAR Reading & Math: the percent of students scoring at/above benchmark will increase by 10% by the EOY.
4th-6th grade STAR Reading & Math: the percent of students scoring at/above benchmark will increase by 5% by the EOY.
Technology Goal: Kindergarten-Sixth grade students will participate in technology-oriented lessons that result in authentic learning in their reading and math classrooms by one teacher, per quarter. They will also learn how to utilize technology for research, presentations, reading and math programs and assessments.

For Kindergarten through second grade, Plaza Towers also uses a software program to enhance reading and grammar skills, science and math called Waterford and IXL for students in grades third through sixth. Students and teachers use the program on a weekly basis to achieve mastery of skills taught in the classroom. Students take a reading and math assessment called STAR periodically during the school year to measure growth and determine students who need intervention. Using the data from this assessment is helpful for teachers, literacy coaches and principals because it explains how students are doing in the core subjects and provides predictors for the state assessment in the spring. Plaza Towers creates SMART goals based on the data from the previous year to meet the goals for the present school year. Data is collected through classroom observations, various assessments, and progress monitoring to determine the strengths and needs of students. The previous years' OSTP scores are used to determine grade level needs and additional resources required but because of the pandemic there is no data to compare. STAR EL scores are used to guide intervention and instruction for kindergarten and first grade students in Reading. STAR Reading and Math scores are used to guide intervention and instruction for second through sixth grade students. Teachers continually progress monitor at-risk students to ensure student success. Attendance data is monitored and used to identify students and families who are at risk for limited academic progress. The district and school sites work closely to support families and encourage regular school attendance. Data is analyzed monthly through collaborative conversations by administrators, teachers, and reading specialists and shared with stakeholders when appropriate. Moore Public Schools uses the Response to Intervention (RTI) model to provide skill specific intervention to students who are below grade-level in Reading and Mathematics. In addition, data is used to make instructional decisions for whole class, small group, and individual students, as well as, to measure student growth towards proficiency in the Oklahoma Academic Standards. Assessments of student performance/progress are analyzed weekly and in monthly team meetings to guide future instruction. If previous goals are achieved, new goals are formulated with a plan for instruction. If goals have not been achieved, then the Reading Specialist works with teachers to design and implement interventions, analyze data, and restructure student goals. The effectiveness of the data driven decisions is

evaluated at the end of the school year by the level of academic success on STAR EL, STAR Reading/ Math and Technology.

STAR EL, STAR Math & STAR Reading Fall 2025 and Spring 2026:
EL/Reading

Grade	Fall	Spring
Kindergarten	52%	70%
1st	46%	41%
1st Early Literacy	51%	47%
2nd	57%	55%
3rd	49%	58%
4th	47%	55%
5th	67%	53%
6th	46%	52%

Math

Grade	Fall	Spring
2nd	48%	35%
3rd	41%	53%
4th	61%	49%
5th	63%	61%
6th	59%	41%

Spring 2026 STAR Reading Scores

Grade	Number of Students	Urgent	Intervention	On Watch	Benchmark
Kindergarten-EL	46	1	5	8	32
1st Grade	56	3	9	21	23
2nd Grade	56	10	10	5	31
3rd Grade	52	11	11	0	30
4th Grade	55	8	9	8	30
5th Grade	57	5	8	14	30
6th Grade	46	3	10	9	24

Spring 2026 STAR Math Scores

Grade	Number of Students	Urgent	Intervention	On Watch	Benchmark
2nd Grade	57	16	9	12	20
3rd Grade	51	12	8	4	27
4th Grade	57	3	18	8	28

5th Grade	57	5	8	9	35
6th Grade	46	4	11	12	19

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 curriculum taught in Moore Public Schools is research and evidence based and provides for enrichment for high-achieving and remediation for at-risk students. These strategies are proven effective through data obtained in curriculum embedded assessments, STAR and OSTP scores. Curriculum is only adopted if it is in alignment with Oklahoma Academic Standards. Teachers use the scope and sequence provided by the curriculum as well as pacing guides provided by our curriculum department to plan instruction, making sure to teach to all tiers of students. MPS introduced STEAM in 19-20 for all elementary schools and has a plan for implementing the program through the high schools in the coming years. This allows for all students to have access to much needed instruction and exploration in the areas of science, technology, engineering, art and music.

Plaza Towers Title I program 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 promote an environment that is conducive to learning and character development through the 7 Daily Habits adapted by the Leader in Me Framework. As part of the Title I Schoolwide Plan, Plaza strives to meet goals by incorporating standards-based curriculum provided by the district. Teachers work collaboratively in the development of proven teaching strategies that are engaging and meet the needs of all learners. Teachers meet to analyze assessments and to monitor the learning of all students. These results will be used to guide the process of improvement by addressing individual needs and learning styles. In addition, Title I teachers will conduct parent, teacher, and student surveys to guide in determining our future focus goals. Teachers will model to students the attributes of responsibility, hard work, and respect using the Leader In Me Framework. Teachers also model a commitment to quality work and lifelong learning that will empower students to embrace the challenge of the future. Focus goals in reading and math are designed to support areas of weakness as indicated by the STAR reading and math tests that are administered during certain benchmark periods throughout the school year. Plaza Towers' Title I committee and Moore Public Schools develops, implements and evaluates comprehensive schoolwide plan that communicates their purpose, directions, and action plan focused on teaching and learning. Data collection is an ongoing process at Plaza Towers. They utilize achievement and statistical data to evaluate the success of our plan. Student achievement data from the OSTP, STAR, IXL and Waterford is collected throughout the year and compared to previous data. This data is used to monitor the success of the program and evaluate whether the goals are being met. This data drives instruction to improve our schoolwide program and meet our student's needs. Data is collected through classroom observations, various assessments, and progress monitoring to determine the strengths and needs of students. The previous years' OSTP and STAR scores are used to determine grade level needs and additional resources required. STAR EL scores are used to guide intervention and instruction for kindergarten and first grade students in Reading and Mathematics. STAR Reading and Math scores are used to guide intervention and instruction for second through sixth grade students. STAR Reading is 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. Attendance data is monitored and used to identify students and families who are at risk for limited academic progress. The district and school sites work closely to support families and encourage regular school attendance. Data is analyzed monthly through collaborative conversations by administrators, teachers, and reading specialists and shared with stakeholders when appropriate. Moore Public Schools uses the Response

to Intervention (RTI) model to provide skill specific intervention to students who are below grade-level in Reading and Mathematics. In addition, data is used to make instructional decisions for whole class, small group, and individual students, as well as, to measure student growth towards proficiency in the Oklahoma Academic Standards. Assessments of student performance/progress are analyzed weekly and in monthly team meetings to guide future instruction. If previous goals are achieved, new goals are formulated with a plan for instruction. If goals have not been achieved, then the Reading Specialist works with teachers to design and implement interventions, analyze data, and restructure student goals. The effectiveness of the data driven decisions is evaluated at the end of the school year by the level of academic success on STAR EL, STAR Reading/ Math, IXL and Waterford assessments. Formative and summative assessments are used to measure student growth towards proficiency of Oklahoma Academic Standards. The OSTP is given in the Spring to grades 3-6 with the purpose of providing evidence of mastery of state standards. STAR Early Literacy, STAR Reading and STAR Math are administered four times throughout the year to grades K-6 with the purpose of evaluating skill level grade equivalencies. Site specific assessments may include teacher generated assessments, given to grades K-6 throughout the school year, with the purpose of determining if instructional objectives have been met. These may also be used as needs arise for intervention or differentiation. IXL, Waterford, STAR CBM and SeeSaw may be utilized in grades K-6th on a weekly basis, with the purpose of evaluating math and Reading/ELA performance within a grade level.

All instruction must be focused on achieving the objectives of the Oklahoma Academic Standards. Researched based textbooks and curriculum materials selected for all core instruction are purchased based on the objectives being met in the published materials. All schools in the district follow the schoolwide Title I guidelines. These guidelines provide services for students, professional development for teachers, and parent involvement for the community. Title I funds are spent on supplemental materials and before/after/daytime tutors to target the core standards in Reading, Language Arts, Writing, and Mathematics. The 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. 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. Teachers can attend district and/or site level professional development in individualized instruction and/or instructional strategies. Students have access to many resources that provide additional assistance throughout the day. These services include: Title I intervention, Title I tutors before/after/daytime, ELL tutoring, Indian tutoring, speech services, special education services, and summer school. Students are identified for these programs through appropriate assessments. Title I reading program offers small, flexible group instruction for students not achieving grade level expectations and is administered by the reading specialist and assistant or tutor during the academic school day. The site will determine appropriate instructional strategies through ongoing evaluation of the data collected throughout the year. The classroom teacher provides small flexible grouping for the re-teaching of concepts and information that have not been grasped by students during the 90-minute reading block and as identified on their STAR reading assessment or on-going progress monitoring. These students

are identified by the RTI model of this district as Tier one, Tier two or Tier three students. Summer school offers students in grades K-3rd an academic opportunity to sustain growth and develop the skills necessary for reaching benchmarks in reading and math. Each team works together to reflect on appropriate instruction and next steps to best meet each student's needs. Additionally, collaborative conversations are to include the reliability and validity of assessments being utilized. Topics covered may include the assessment's appropriateness, 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 may include the use of data notebooks (including data collected from STAR, grade level assessments, RTI progress monitoring probes, attendance, and OSTP reports), tracking sheets, data boards, academic progress posters in the hallway, etc. Students are included in the data tracking process as well, utilizing data graphs or tracking sheets to indicate scores on weekly, monthly, and/or benchmark assessments, such as completion of IXL skills, STAR Reading, STAR Math, HMH weekly assessments, Waterford, behavior and/or fluency assessments in their Leader in Me binder. The key assessments listed above such as the OSTP and specifically STAR EL for lower grades and the STAR reading for the 2nd through 6th provide teachers and administration with critical data to identify strengths and weaknesses during committee planning on site improvement days to formulate school goals. Assessments are shared at team meetings and with special teachers working with specifically identified students. Assessments are used to indicate student performance/progress and guide instruction to meet the needs of students. Assessments are shared with parents at Parent Conferences so parents can partner with the school in providing practice in the areas in which their child does not benchmark. Strategies for at home practice are suggested to parents so the school and parents may work together for effective learning. Teachers also send home progress of RTI every 30 days to parents via Parent Square to assure that the process is happening and student progress. Teachers have access to Waterford, IXL, Pebble Go, Starfall, myOn, SeeSaw, Super Teachers and Reading Renaissance which provides much needed individual student information for modification of classroom instruction. Assessments of student performance/progress are analyzed weekly and in monthly team meetings to guide future instruction. If previous goals are achieved, new goals are formulated using Oklahoma State Standards with a plan for instruction. If goals have not been achieved, then a plan for reteaching is designed. The Reading Specialist works with teachers to design and implement interventions, analyze data, and restructure student goals. The effectiveness of the data-driven decisions is evaluated at the end of the school year by the level of academic success on STAR EL, STAR Reading and STAR Math, IXL and Waterford. These are a list of programs used: myOn, Reading Renaissance, LETRS, HMH reading series, Heggerty, state approved math curriculum, Starfall, Pebble Go, and Reading Horizons, UFLI, Secret Stories and Super Teachers. Each program or approach has a monitoring element used to help evaluate the instructional objectives. Printed reports, teacher created assessments, informal observations, and end of lesson assessments are analyzed to evaluate student progress. This information is used to create small flexible group instruction for reteaching of the learning objective(s).

Plaza Towers uses RTI to address intervention services for students not meeting district benchmarks. The STAR math and reading assessments, along with other forms of assessments provided by the teacher, determine which students fall in different Tiers/Interventions. Tier one students are those who meet benchmark and make progress during whole class instruction. Tier two students require a time set aside each day for small group instruction to fill their academic gaps. Tier three students require what Tier two students need but with an additional small group time for at least 30 minutes a day. Their data is looked at and evaluated for a possible Special Education referral. Tier four students are those placed in Special Education based on the tier process. Plaza Towers implements RTI intervention daily for 20 minutes. Teachers use data

from STAR CBM, STAR Phonics, and Math probes to address the academic needs and gaps for their students who do not meet the district benchmark. The process teachers use is a 4x4 Decision Model. This model helps formulate progress of data over a period and track how each student is doing during their intervention. The teacher will group their students based on the lowest academic skill needed and conduct four intervention sessions before a progress monitor. The same skill is taught over the four days of intervention. A progress monitoring tool, STAR CBM or Heggerty, is then used to determine if the students are making progress during intervention. Progress monitoring tools are aligned with the skill taught and are research based. The teacher then continues teaching the same skill over a four-week time to accumulate four data points from the progress monitoring tool. This will show if the students are above or below the aim line and whether the intervention needs to be changed. These are looked at and discussed during data meetings monthly with the principal, reading specialist, special education teacher and school psychologist.

Funds secured through the Strong Readers Act (SRA) are used to coordinate targeted instruction, fund tutors, and provide Summer Academy for qualifying individuals in grades K-3. Outside services that benefit from achieving state standards include grants, community partnerships, volunteers, and tutors. These services help improve academic achievement district wide. During June, summer school is available for Kindergarten through third grade students. Plaza Towers has a Lighthouse Committee for students in grades 4th-6th . They play a major part in planning events/dress up days, assisting during morning announcements, assemblies, safety patrol, assisting with after school events, family nights and community outreach. This group of students apply for the committee and must pass an interview process to be accepted into the committee. Honor Choir and Drama Club are other extracurricular activities for students to participate in at Plaza Towers before or after school. These group of students audition, rehearse, and perform district wide in the spring. Sixth grade students also have the opportunity to join the basketball team or track team and compete with other schools in the district.

A yearly professional development plan was developed at the district level. The district has an Academic Resource Team and the site has a Lighthouse Team Committee. This committee includes teachers from different grade levels or content areas, the media specialist, the Title I reading specialist, and site administrators. These committee members meet throughout the year and determine the areas of need for professional development, academic achievement and behavior goals for the site. After they determine the need, the faculty is informed and focuses on the needs that need to be met. The data sources used to indicate the needs for chosen focus areas are: STAR, OSTP, subject area tests, Individualized Education Plans, teacher surveys, benchmark data, classroom behavior 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. 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 reading specialist/literacy coach through classroom observation and walkthroughs, periodic data meetings, mentor teachers, and overall student achievement. At the site and district level, teachers are supported and encouraged to facilitate professional development for other teachers to show what they have learned. Professional Development opportunities include Teachers Need Teachers Day, Site Improvement Day, LETRS training, Secret Stories, OWP, Leader In Me and various workshops pertained to different subjects

and grades. Teachers have individual professional development plans based on their TLE professional growth goals and 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 with dated sign-in sheets. Decisions for professional development are driven by subject area and individual site student needs based on STAR, 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 video recorded lessons. In the coming school year, areas of focus will be based on beginning of the year assessment data in Reading and the released OSTP scores from the previous school year. The principal and Lighthouse Team plan for certain relevant workshops at the school site. Plaza Towers is a part of a district that continually provides quality staff development for all teachers and staff. In the past several years' teachers have had access to and participated in the National Reading Conference, OWP training, Oklahoma Association for Supervision and Curriculum Development (fall and spring), Book Studies, LETRS Training, UFLI, Sound Wall classes, Secret Stories, and new curriculum training. In addition, the district holds a variety of professional development for all grades and subjects. At vertical meetings, many other staff development opportunities are considered. Training is provided for new professional development tools such as, GCN and the grading tool, Infinite Campus. Training on the best utilization of AR, STAR Math/Reading, SeeSaw, Canvas, Secret Stories, STAR Phonics, IXL, Waterford, LETRS and new curriculum also took place. Teachers are encouraged to share their opinions with other faculty members during their weekly team meetings. Information is also disseminated at faculty meetings. This allows teachers to provide appropriate professional planning in the future. Teachers receive professional development on the multiple ways to disaggregate data and how to change instruction to meet the needs of students identified by the data. The district provides regular professional development opportunities that addresses data analysis for the programs offered by the district, including STAR. Additionally, the district provides professional development to equip teachers with the knowledge necessary to analyze and interpret the data provided by the annual OSTP reports. Site specific professional development may include topics covered during site improvement day, professional development opportunities provided by the site Literacy Coach and/or Title 1 Reading Specialist, and/or professional development related to site specific initiatives (including but not limited to technology programs, curriculum, etc).

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. A new teacher orientation process provides a two-day new teacher orientation for all teachers that are new to the Moore District as well as a 2-day classroom management boot camp based on the work of Harry Wong. A district mentoring program is provided for entry year teachers. The mentoring program teams an entry year teacher with a veteran teacher that is in the same grade level and content area. In addition, principals can refer struggling teachers to be paired with district literacy coaches or teacher mentors for more intense mentoring in needed areas. The Title I teachers serve as a resource for all grade level and content area teams to support new and experienced teachers. A Title I site-based meeting held in fall and a spring planning meeting and site-based meeting are held that serve to make, plan, and allocate resources. These meetings are all open to staff, parents, and administration. The district works with local universities to provide cohort opportunities to encourage and ease the burden attending in a traditional format. Title I funds at high poverty, low-performing schools provide additional resources, classroom materials, tutors, book studies and professional development opportunities.

4. Coordination and Integration
Select only one box. ☒ By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other federal, state, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided (in project 511). ESEA Section 1114(b)(5) **OR** ☐ By checking this box, the school principal certifies that, if state, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. ESEA Section 1114(b)(7)(B)
Expectations
1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes. 2. Leverages funding streams to connect the reform strategies developed. 3. Outlines how the school will meet the intents and purposes of each funding source. 4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.
Addressing the above expectations, describe in the box below the ways in which funds (e.g., Title III, Part A, donations, competitive grants) are to be braided in the Title I schoolwide program.
Title I surveys the teachers, students, staff and parents each year to gain a better understanding of what is needed for the next school year. From the survey, Title I makes purchases of materials, Title I assistant and programs based on the state standards and how the school goals will be met. The budget from the prior year is also discussed so Title I knows how much to spend. Title I considers what to purchase based on the purpose and how it will align with the state standards and school goals. If something doesn't meet one of those expectations, Title I will not make the purchase. Students and teachers use the materials and programs daily and are asked to evaluate that were used during the school year. From this data, Title I makes the decision to keep the materials, events, programs, tutors or use something different for the next school year. Title I can fund an assistant each school year to work with students in a small group setting daily. The assistant also helps the Reading Specialist plan Title I events taken place throughout the school year, helps decide on materials and programs purchased, use data to evaluate small groups for students based on skill and creating lesson plans. All instruction is required to be focused on achieving the objectives of the Oklahoma Academic Standards. Researched based textbooks and curriculum materials selected for all core instruction are purchased based on the objectives being met in the published materials. All schools in the district follow the schoolwide Title I guidelines. These guidelines provide services for students, professional development for teachers, and parent involvement for the community. Title I funds are spent on supplemental materials to target the core standards in Reading, Language Arts, Writing, and Mathematics. The 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. 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 who are not performing at a proficient level. 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. Students have access to many resources that provide additional assistance throughout the day. These services include: Title I intervention, Title I tutoring, SRA tutoring, ELL tutoring, Indian tutoring, speech services, special education services, and summer school. Students are identified for these programs through the use of appropriate assessments. Title I reading program offers small, flexible group instruction for students not achieving grade level expectations and is administered by the reading specialist and assistant during the academic school day. The site will determine appropriate instructional strategies through on-going evaluation of the data that is collected throughout the year. The classroom teacher provides small flexible grouping for the re-teaching of concepts and information that have not been grasped by students during the 90-minute reading & math block and as identified on their STAR reading/math assessment or on-going progress monitoring. These students are identified by the RTI model of this district as Tier one, Tier two or Tier three students. The district offers summer school to students in grades K-3rd to an academic opportunity to sustain growth and develop the skills necessary for reaching benchmarks in reading and math. Each team works together to reflect on appropriate instruction and next steps to best meet the needs of each student. Additionally, collaborative conversations are to include the reliability and validity of assessments being utilized. Topics covered may include the appropriateness of 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 may include the use of data notebooks (including data collected from STAR, grade level assessments, RTI progress monitoring probes, attendance, and OSTP reports), tracking sheets, data cards, data boards, etc. Students included in the data tracking process as well, utilizing data graphs or tracking sheets to indicate scores on weekly, monthly, and/or benchmark assessments, such as completion of IXL skills, Waterford, STAR Reading, STAR Math, HMH weekly assessments, behavior and/or fluency assessments in their Leader in Me binder. The key assessments listed above such as the OSTP and specifically STAR EL for lower grades and the STAR for the 2nd through 6th provide teachers and administration with critical data to identify strengths and weaknesses during committee planning on site improvement days to formulate school goals. Assessments are shared at team meetings and with special teachers working with specifically identified students. Assessments are used to indicate student performance/progress and guide instruction to meet the needs of students. Assessments are shared with parents at Parent Conferences so parents can partner with the school in providing practice in the areas in which their child does not benchmark. Strategies for at home practice are suggested to parents so the school and parents may work together for effective learning. Teachers have access to Waterford, Super Teachers, IXL, Pebble Go, myOn, and Reading Renaissance which provides much needed individual student information for modification of classroom instruction. Assessments of student performance/progress are analyzed weekly and in monthly team meetings to guide future instruction. If previous goals are achieved, new goals are formulated using Oklahoma State Standards with a plan for instruction. If goals have not been achieved, then a plan for reteaching is designed. The Reading Specialist works with teachers to design and implement interventions, analyze data, and restructure student goals. The effectiveness of the data-driven decisions is evaluated at the end of the school year by the level of academic success on STAR EL, STAR Reading and STAR Math.

Plaza Towers uses RTI to address intervention services for students not meeting district benchmarks. The STAR math and reading assessments, along with other forms of assessments provided by the teacher, determine which students fall in different Tiers/Interventions. Tier one students are those who meet benchmark and make progress during whole class instruction. Tier two students require a time set aside each day for small group instruction to fill their academic gaps. Tier three students require what Tier two students need but with an additional small group time for at least 30 minutes a day. Their data is looked at and evaluated for a possible Special Education referral. Tier four students are those placed in Special Education based on the tier process. Plaza Towers implements RTI intervention daily. Teachers use data from assessments to address the academic needs and gaps for their students who do not meet the district benchmark. The process teachers use is a 4x4 Decision Model. This model helps formulate progress of data over a period of time and track how each student is doing during their intervention. The teacher will group their students based on lowest academic skill needed and conduct four intervention sessions before a progress monitor. The same skill is taught over the four days of intervention. A progress monitoring tool, DIBELS through CBM, is then used to determine if the students are making progress during intervention. Progress monitoring tools are aligned with the skill taught and is research based. The teacher then continues teaching the same skill over a four-week time to accumulate four data points from the progress monitoring tool. This will show if the students are above or below the aim line and whether the intervention needs to be changed. Teachers keep track of their daily intervention, goals, skills being taught, time, progress monitoring tools used and progress in on a documentation Excel sheet. These are looked at and discussed during data meetings monthly with the principal, reading specialist, special education teacher and school psychologist. Outside services that benefit achieving state standards include grants, community partnerships, volunteers, and tutors. These services help improve academic achievement district wide. Classroom instruction is provided in various strategies including whole group, small flexible groups, or individual outcomes. These are a list of programs used: myOn, Reading Renaissance, LETRS, HMH reading series, math series, Starfall, Waterford, BrainPOP, Pebble Go, UFLI, IXL, Heggerty, Secret Stories, STAR Early Literacy and STAR reading and math. Each program or approach has a monitoring element used to help evaluate the instructional objectives. Printed reports, teacher created assessments, informal observations, and end of lesson assessments are analyzed to evaluate student progress. This information is used to create small flexible group instruction for reteaching of the learning objective(s). A yearly professional development plan has been developed at the district level as well as the site. The district has an Academic Resource Team and the site has a Lighthouse Team Committee. This committee includes teachers from different grade levels or content areas, the media specialist, the Title 1 reading specialist, literacy coach, and/or site administrators. These committee members meet throughout the year and determine the areas of need for professional development, academic focus and Leader in Me strategies 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: 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. 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 reading specialist.

All instruction must be focused on achieving the objectives of the Oklahoma State Standards. The textbooks selected for all core instruction are purchased based on those objectives met in the published materials. The district makes the final determination after teachers have had an opportunity to examine instructional materials being considered. Students not benchmarking are involved in interventions (RTI and small group instruction) in the classroom and/or in an assistance program. The Title I reading program offers small, flexible group instruction for students not achieving grade level expectations. This extra instruction is administered daily by the reading specialist and Title I assistant during the academic school day. The Federal Government provides programs for Title I to utilize for academic growth. The Title I program itself is aligned with schoolwide goals and state objectives. The state government offers a Strong Readers Act for students who struggle to meet the needs the state requires. Instruction is aligned with schoolwide goals and state standards. The Moore School district provides programs such as online textbooks and curriculum, Canvas and typing so that state standards and goals are met. Plaza Towers implements these programs plus Super Teachers, UFLI, Flocabulary, BrainPOP, Secret Stories, Heggerty, Waterford, myOn, Title I and SRA tutors and IXL to help students improve academic outcomes in the classroom. These programs are purchased with Title I funds to ensure academic growth. Students and teachers use them on a daily basis on iPads, computers and chromebooks.

Moore Public Schools strives to serve any and all students who might be in need of academic, social, emotional, and/or special education services at any point during their education through Title I, Title III, Title IV, Indian Education and/or Special Education. 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, Indian Education, Speech, and/or Special Education; in addition to other programs that are available within the district depending on the student's needs and qualifications. We see it as our duty to ensure that all students' needs are being met. We have implemented social and emotional programs at all our elementary, junior high, and high schools through our school counselors and licensed professional counselors and we work to identify any student who might need additional outside counseling services. Moore Public Schools works with all school sites and programs to ensure that funds from State and Federal programs are being used in the way they were intended to be used. The district utilizes Federal Programs Coordinators who work with the school sites to develop programs and hire staff to carry out programmatic roles and responsibilities directly related to such programs listed below. The district's Federal Programs Coordinators actively participate in consortium meetings with other local districts to help ensure an understanding of current programmatic practices and maintain these procedures are being followed as well as working closely with Oklahoma State Department offices and programs.

Title I – funds will be used to meet the needs of at-risk and underprivileged youth at sites with more than 40% poverty.

- Title II – funds will be used to improved teacher education; retain and recruit highly skilled teachers for at-risk skills and high needs subject areas.
- Title III – funds will be used to provide educational support for English Language Learners.

- Title IV – funds will be used to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.
- Indian Education – fund will be used to provide educational supports for students of Native American heritage.
- Special Education – funds will be used to provide educational support for students with learning disabilities including but limited to IEP, 504, OT and PT
- 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 the year.

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.

Plaza Towers' Title I school wide plan is reviewed two times a year by the Title I committee. The committee consists of the reading specialist, principal, media specialist, parents, and one teacher from each grade level/team. In the fall we meet to discuss our goals, testing data, parent involvement events, expected budget expenses, professional development, and the set up for serviced of students for the Title I program. This gives us a plan for the current school year. In the spring we determine if our program was successful for the year by reviewing our needs assessments, testing data, parent involvement events, budget expenses, professional development attended, and the overall services provided to students. We also review and sign any changes to be made to our school compact and parent involvement plans.

To determine the success of Plaza Towers' Title I program, performance and non-performance data are reviewed. Data is taken from STAR, OSTP, IXL, Waterford, behavior referrals, STAR CBM, counselor referrals, teacher observations and the needs assessments completed by students, parents, and teachers. All data, except for OSTP and needs assessment data, is reviewed one to two times monthly during RTI meetings. This review of data allows the RTI teams to see if changes need to be made to ensure greater success in reaching our goals. Recently the leadership team shifted our school goals to make them more grade level focused. Instead of tracking how one grade level performs from year to year we have decided to begin tracking the performance of the students. For example, instead of looking at data in 2nd grade at the end of 2024 and comparing it to data of 2nd graders in 2025 we are now looking at the 2nd grade data from 2024 and comparing to how those students performed as 3rd graders in 2025. This will allow us to better evaluate whether our program is successful in servicing students to help them reach benchmark goals.

Data is analyzed multiple times throughout the school year to evaluate instructional practices, determine student growth, analyze achievement, find gaps across grade levels, classrooms, and content areas. RTI meetings are held once a month to review student data and see how they are progressing. Parents are included in the RTI process, the SRA program, and the Title I program. They are informed of additional instruction they can complete at home and are included in communication. Horizontal and vertical teams meet in September for an all-day in-service focused on reviewing data and instructional practices. The principal meets with staff members to analyze the previous year's OSTP results and compare STAR data from the end of the year to the beginning of the year; and to look for strengths and weaknesses. Horizontal teams in grades K-3 meet weekly for instructional planning and teams in grades 4th-6th meet as needed. In February, our district provides a release day for teachers to meet for professional development. During this time our faculty has another opportunity to meet in teams for instructional planning.