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 1, 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:	Oklahoma
County Number:	14
Superintendent Name:	Dr. Robert Romines
Email Address:	robertromines@mooreschools.com

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

School Information	
School Name:	Sooner Elementary
School Site Code:	160
Principal Name:	Courtenay Coolahan
Email Address:	Courtenaycoolahan@mooreschools.com
*School Poverty Rate:	61%

*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.

- Sooner 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. These events are designed based on needs assessments from the previous year. A minimum of one parent event is provided per semester devoted to ELA or mathematics. These events are used to educate our parents to assist their children at home in academics and become active learning partners. These events are advertised in various methods: paper flyers, school marquee, district teacher email, Parent Square, school website, PTA Facebook page and posters in the building. Information goes out on average three weeks in advance and again one week and the day of the event provides plenty of notice. The events are held on different evenings of the week each semester and allow for a 1 1/2-hour window that stretches later into the evening for working parents to attend. The events are teamed with PTA and our media center's book fair evenings to provide engaging themes, prizes, and help our parents attend multiple functions in one night. In addition, outside community partners are invited, such as the public library and private businesses like Mathnasium to attend and present their resources to families. Other resource groups in attendance include clubs from our local middle

school and high school, restaurants to provide meal coupons, college clubs to support certain areas, and museums/special professional guests. These are provided to make the evening more meaningful and supply as many resource contacts as possible to help our parents build their student's social/emotional and behavioral development. Parents are provided surveys during the second semester after the last event to provide feedback on parent involvement activities, the school, and Title I program. These surveys help us create focused goals for next year's events. An annual parent informational meeting is being held to inform parents about Title I and the services available to them. 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. Also, Sooner 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. IXL (Grades 3-6), Waterford (Grades K-2), and Reflex (Grades 2-6) are available to students and parents from home for those who have Internet access. Online gradebooks are provided for teachers to input scores and parents can gain login information anytime through the site school office. Parents are informed and encouraged to gain access to their student's grades via notes home and intercom announcements during parent teacher conferences. Parent Teacher conferences are twice a year; one in the fall and spring with attendance documented. Accommodation is made for parents who cannot attend during designated conference times and scheduled around their availability. Teachers communicate with parents daily through phone calls, emails, mailings, and Parent Square messages. Communication is documented within each teacher's logbook. The Parent Teacher Association provides a monthly calendar of events for parents to inform them of things occurring within the school or community.

- A committee was formed, the Parent Community Advisory Council (PCAC), with a goal to create and strengthen the parent involvement component for our school. The committee meets once per semester to discuss and plan for upcoming parent involvement activities and the Title I program's effectiveness. In addition, we use these meetings to review our Parent Involvement Policy and Compact for changes or additions. This council is made up of teachers and parent volunteers from Sooner. It is encouraged for there to be one representative from each grade level, specials classes, and administrative roles, plus parents whether PTA members or not. Teachers, parents, and students are asked to evaluate our Title I program through surveys online and in paper format to help develop focused goals for the next year. Specific questions are asked of parents to evaluate events supplied, resources provided, and items to assist our school in improving our outreach efforts. Teachers are asked questions to evaluate the tutoring services provided and instructional materials supplied to grade levels to reach our remediated students. Students are asked about items pertaining to interests and attendance of events. The committee consists of Katherine Perez, Kindergarten; Kara Kersey, Media Specialist; Bobbie Arington, First Grade; Courtenay Coolahan, Principal; Valerie Phelan, Second Grade; Tiffany Ross, Third Grade; Ashely Wright, Counselor; Judith Osborn & Lindsey Johnson, Sixth Grade; Carissa French, Pre-Kindergarten; Tina Hale, Fourth Grade; Katelyn Lanier, Fifth Grade; and Kenny Kim, Sixth Grade; Katelyn Scholle, Special Ed.
- Our Title I program is committed to inspiring ambitious standards of academic performance and citizenship. Students, faculty, and staff all contribute to an environment of mutual respect, fairness, equity, and school safety that promotes one conducive to learning and character development. To reflect these beliefs, we have a school creed that is recited every morning during the morning announcements. As part of our Title I Schoolwide Plan, we strive to meet our goals by incorporating standards-based curriculum provided by the district. Teachers will work together to develop proven teaching strategies that are engaging and meet all learners' needs. We meet to analyze assessments and to monitor the learning of all students. These results are used to guide our

process of improvement by addressing individual needs and learning styles. As teachers, we model to students the attributes of responsibility, hard work, and respect. We model a commitment to quality work and lifelong learning that will empower students to embrace the challenge of the future.

- Moore Public Schools contracts with Multilingual Communications Services for on-site translation services in cases where communication with non-English speaking families is needed. This translation service can translate the Title I Schoolwide Plan to all stakeholders in any language requested. An appointment would be made for the required language-specific translator at the school site or the Moore Public Schools Administration Service Center. This conference is set up by the district's Student Services Department. The Title I Schoolwide Plan is available electronically (as a PDF and Word Document) on the district's Title I webpage and on the school's 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. Examine 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 students, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide program.

Performance Data: Sooner Elementary serves students in grades Pre-Kindergarten through Sixth and was established in 1990. It is in Oklahoma county and is part of the Moore Public School District. Current enrollment is 435 students. The planning team gathers and organizes data related to the focus areas, ELA and Math. Achievement and statistical data are pulled from OSTP and STAR/STAR EL to evaluate the success of our plan, to drive instruction to improve our schoolwide program, and meet our students' needs. In addition, teachers use weekly progress monitoring data, unit assessments from district-approved curriculum, and Response to Intervention (RTI) to track student growth and needs. 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. STAR EL scores are used to guide intervention and instruction for kindergarten students in Reading. STAR Reading and Math scores are used to guide intervention and instruction for first through sixth grade students.

Sooner Elementary OSTP ELA Performance Comparison

Grade	Year	Advanced	Proficient	Basic	Below Basic	Advanced + Proficient
3rd	2026	5%	47%	32%	16%	52%
	2025	2%	42%	38%	19%	44%
4th	2026	2%	22%	48%	28%	24%
	2025	0%	25%	44%	30%	25%
5th	2026	2%	22%	50%	26%	24%
	2025	6%	24%	40%	29%	30%
6th	2026	8%	24%	44%	24%	32%
	2025	3%	26%	51%	20%	29%

Sooner Elementary OSTP MATH Performance Comparison						
Grade	**Year**	**Advanced**	**Proficient**	**Basic**	**Below Basic**	**Advanced + Proficient**
3rd	2026	23%	35%	25%	18%	58%
	2025	19%	34%	28%	19%	53%
4th	2026	28%	26%	24%	22%	54%
	2025	24%	25%	27%	24%	49%
5th	2026	5%	21%	45%	29%	26%
	2025	11%	23%	50%	16%	34%
6th	2026	5%	32%	40%	24%	37%
	2025	2%	21%	46%	31%	23%

	25-26 STAR ELA EOY Results			
	Benchmark	On Watch	Intervention	Urgent Intervention
Kindergarten STAR EL	84%	7%	7%	2%
1	63%	5%	8%	17%
2	67%	20%	10%	4%
3	85%	6%	2%	7%
4	77%	10%	6%	6%
5	62%	24%	7%	7%
6	74%	7%	15%	5%

	25-26 STAR Math EOY Results			
	Benchmark	On Watch	Intervention	Urgent Intervention
2	51%	20%	22%	6%
3	75%	18%	4%	4%
4	71%	6%	10%	13%
5	63%	14%	14%	9%
6	85%	9%	5%	2%

Non-Performance Data:

Sooner Elementary services a diverse population of 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 school and district 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. All teachers are required to submit attendance promptly and electronically by 9:15 AM every day. This includes absences and tardies. Parents are notified by the auto dialer system if their child is absent. Also, parents have access to this information on Parent Portal. Phone calls are made to families by the administrator, who have excessive absences to identify needs and provide information.

25-26 SY Enrollment	By Ethnicity
African American	13%
American Indian	2%
Hispanic	24%
Asian/Pacific Islander	4%
White	41%
Other	15%
Total Enrollment	419

25-26 SY Eligible for Free/Reduced Food Program	
Total Students	254
% of Population	61%

25-26 SY Student Discipline Referrals/Suspensions	
Total Students Involved	122
Total Referrals Created	403
Total Suspensions In-School Days	150
Total Suspensions Out of School Days	124

Students Identified as English Language Learners (ELL)		
Year	**Program Enrollment**	**Percent of Student Population**
2025 – 2026	36	7.8%
2024-2025	32	6.34%
2023-2024	35	7.07%
2022-2023	53	10.7%
2021-2022	26	5%
2020-2021	23	5%
2019-2020	22	5%

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

The last released state report card was for the 2024-25 school year. It was a C overall with C in Academic Achievement, C in Academic Growth, C in English Language Proficiency Progress, and a D in Chronic Absenteeism.

Perception Data: Survey input from parents/community showed 98.8% of parents believe Sooner Elementary is providing a quality education for students. 92.7% of parents stated they feel informed of their child's academic progress. 98.3% of families who attended a Title I event stated the events were rather valuable or higher. Survey input from teachers/staff – majority of teachers liked Title I events held. 100% of teachers stated Title I was beneficial to their students. Open suggestions from teachers include doing more outdoor events and keeping them coinciding with the book fair. Survey input from students- 92.1% enjoyed the Title I events. 93.5% stated Title I tutoring helps them. Open suggestions from students include more books, less IXL assignments, and they like the school the way it is.

Detailed Analysis

OSTP ELA					
2024		**Advanced**	**Proficient**	**Basic**	**Below Basic**
	Students with Disabilities	4%	22%	11%	64%
	Economically Disadvantaged	7%	44%	22%	27%
	Hispanic/Latino	11%	53%	14%	22%
	Two or More Races	10%	49%	13%	29%
2025					
	Students with Disabilities	0%	15%	29%	55%
	Economically Disadvantaged	4%	22%	41%	33%
	Hispanic/Latino	2%	23%	52%	23%
	Two or More Races	0%	34%	47%	20%
2026					
	Students with Disabilities	2%	4%	25%	68%
	Economically Disadvantaged	4%	24%	43%	28%
	Hispanic/Latino	5%	34%	36%	25%
	Two or More Races	0%	19%	48%	32%

OSTP MATH					
2024		**Advanced**	**Proficient**	**Basic**	**Below Basic**
	Students with Disabilities	6%	15%	16%	63%
	Economically Disadvantaged	9%	24%	31%	36%
	Hispanic/Latino	13%	23%	27%	37%
	Two or More Races	15%	23%	26%	36%
2025					
	Students with Disabilities	11%	13%	23%	54%
	Economically Disadvantaged	10%	23%	45%	23%
	Hispanic/Latino	10%	32%	37%	22%
	Two or More Races	19%	20%	40%	21%
2026					
	Students with Disabilities	7%	11%	25%	57%
	Economically Disadvantaged	12%	22%	37%	28%
	Hispanic/Latino	16%	23%	39%	21%
	Two or More Races	6%	32%	29%	32%

Strengths/Needs Students- The OSTP subgroup data indicates that many students are performing within the Basic achievement range, suggesting opportunities for targeted intervention and instructional support to move students toward proficiency. Students with Disabilities remain the subgroup with the greatest academic need in both ELA and math, as most students scored Below Basic in both content areas. Data also reflects a continued need to strengthen foundational reading, comprehension, mathematical reasoning, and problem-solving skills across identified subgroups. Teachers will utilize data-driven instruction to identify student learning gaps and adjust instruction accordingly. Teachers will implement evidence-based instructional strategies in reading and math, provide differentiated instruction, and use targeted interventions to support student growth and academic achievement. Sooner Elementary will provide intervention programs and supplemental instructional resources to support struggling learners. The school will provide professional development focused on differentiated instruction, intervention strategies, and data analysis to strengthen instructional practices and improve student outcomes. Community – a small core of parents are highly involved; however, additional opportunities and encouragement are needed to increase family and community participation in volunteer roles and school activities. Families will support regular student attendance, encourage positive study habits at home, and partner with the school to support student academic success.

Action Goals:

Goal 1- By the end of the 2026-2027 school year, at least 80% of students will demonstrate typical or higher growth in reading, as measured by a Student Growth Percentile (SGP) of 50 or higher on the Renaissance STAR Reading assessment (grades 1-6) or STAR Early Literacy assessment (Kindergarten), from beginning of the year to the end of the year.

Goal 2- By the end of the 2026-2027 school year, at least 80% of students will demonstrate typical or higher growth in mathematics, as measured by a Student Growth Percentile (SGP) of 50 or higher on the Renaissance STAR Math assessment (grades 2-6), from beginning of the year to the end of the year.

Goal 3- Students in grades K–6 will participate in technology-integrated lessons that promote authentic learning experiences at least once per week within reading or mathematics instruction.

To accomplish these goals, Sooner Elementary will utilize multiple data sources, including OSTP and STAR benchmark assessments, aligned with Oklahoma Academic Standards to guide schoolwide instruction and interventions. Instructional decisions will be driven by student performance data to address identified learning gaps and support academic growth for all students, including identified subgroups. Sooner Elementary is committed to inspiring high standards of academic achievement, citizenship, and student success. Students, faculty, and staff contribute to an environment of mutual respect, fairness, equity, and school safety that promotes learning and character development. As part of the Title I Schoolwide Plan, teachers will implement district-adopted standards-based curriculum and collaborate regularly to develop instructional strategies that are engaging, differentiated, and responsive to student needs. Teachers will also provide targeted interventions and progress monitoring to support students performing below benchmark levels. Current evidence of success within the Title I Schoolwide Plan includes consistent implementation of ELA and mathematics curriculum components, which has contributed to OSTP growth over consecutive years in grades 3–6. Additionally, Kindergarten students achieved 81% or higher benchmark attainment on STAR Early Literacy at the end of the year, demonstrating strong early literacy growth.

3. Schoolwide Plan Strategies

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

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

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

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

Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need and addresses the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, and 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.

Sooner Elementary provides a curriculum that is research and evidence-based on multi-tier levels. This curriculum provides for enrichment for high-achieving and remediation for at-risk students. The district hosts multiple textbook companies during adoption years to present their curriculum. Then district committees are formed to evaluate and adopt a curriculum that provides instruction for all students' needs. The curriculum is only adopted if it matches the Oklahoma Academic Standards. Teachers use the scope and sequence provided with the curriculum and pacing calendars produced by our district curriculum department to plan instruction. Teachers, Reading Specialists, school psychologist resource specialist, and Administration meet regularly to collaborate in vertical/horizontal teams and analyze collected data from weekly curriculum assessments, in class grades, STAR, and OSTP. This data is segmented to identify students at-risk and match in-house resources to their needs. Classroom teachers, special education teachers, counselor, speech pathologists, ELL teacher, Indian Tutor, OT/PT, and the Title I teacher collaborate, develop schedules, and match instructional approaches to student needs. In addition, some of these services use a Highly Qualified Paraprofessional to implement intervention strategies.

To provide an accelerated curriculum the district developed a STEAM (Science, Technology, Engineering, Art, Mathematics) program in school year 19-20 for all students to attend for enrichment and was incorporated into the special's schedules. In addition, students can qualify for SEARCH, the elementary gifted education program. Students qualify if their composite score on a nationally normed intellectual ability test is in the 97th percentile or above. To transition our detailed, enriched curriculum from elementary to secondary, the district offers honors classes in junior high and AP classes and concurrent enrollment in high school.

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. RTI focuses on Reading/ELA and Mathematics to improve student outcomes for at-risk students. Dismissal from supplemental programs including but not limited to Title I, ELL, Speech, Indian tutoring, and Special Education is based on data driven decisions from student growth and achievement. Title I funds are spent in ways that support all students, especially at-risk including purchasing supplemental materials, tutoring, parent involvement events, etc. The Title I program provides academic and behavioral support with small-group instruction, reading tutoring provided through a pull-out program by a reading specialist/tutor, hands-on learning and skills intervention, enhanced use of technology and software programs, district-wide Title I summer school, and parent engagement events.

Sooner Elementary participates in child-find to identify students as young as age 3 in the community who might need Special Education services including but not limited to speech, occupational therapy, physical therapy, etc. This early identification helps us build strong relationships with the child and family to ensure success with growing skills. 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. Students not achieving proficiency are identified for additional interventions according to SRA rules. To provide timely, effective assistance, the

STAR Reading and STAR Math tests are given four times per year to grades 1-6 and STAR EL to Kindergarten, to evaluate skill level grade equivalencies. Students who are not achieving at or above the 40th percentile in ELA or Math are identified for RTI and Title I skill group instruction. Teacher generated assessments are given grades K-6 throughout the school year to identify if instructional objectives have been met following RTI procedures. Also, these are used as needs arise for intervention or differentiation. Additional assistance is provided by a Title I highly qualified tutor, before/after school tutoring, Title I summer school, and transition programs between grades. All grade level students/families are contacted by their classroom teacher in early August, before school starts. All are invited to "Back to School" night to meet their teachers and become acquainted with their classroom and school. In addition, this allows the Title I staff to inform parents of support services available to them. During the school year, other events invite parents into the building to build relationships and help staff identify family needs. Throughout the school year all staff members report needs and issues to the administrator and counselor when a student/family needs counseling services, mental health programs, mentoring services, financial difficulties, or extra assistance transitioning to new environments. The dedicated support system at the elementary level is carried through to the secondary level with ACT Prep courses, college counseling, and other outreach services.

Behavior issues at Sooner Elementary are addressed from a proactive stance. We believe building relationships with our students and families through class time together and during engagement activities will help us note specific needs for our students. We begin our year with a Back-to-School event for families and students to meet their new teacher(s) and be introduced to their new classroom. Teachers display class rules and procedures in their classroom and provide information packets to parents and students, so everyone is aware of proper school behavior. All teachers must provide detailed behavior management plans that include classroom management strategies that deal with behavioral challenges, recognition for positive behavior, and parental communication plans. Communication between home and school occurs daily with behavior charts/calendars or through electronic methods such as Parent Square. In addition, vertical and horizontal team meetings occur when rosters are handed out so teachers can discuss specific student/family needs to prepare for any specific repetitive past behavior issues. First attempts to adjust behavior issues are completed by the classroom teacher by making whatever changes allowable to help the student be successful while staying with peers. This could include alternative seating, positive feedback, conferencing with students and/or parents, etc. The classroom teacher may also make a referral to the school counselor for possible mental health needs. If the behavior issues warrant further assistance, a referral is filed with the school administrator. The administrator investigates the occurrence and makes action decisions based on district procedures. The majority of behavior decisions at Sooner Elementary are solved with a conference and identifying students' frustrations and then helping them with problem-solving ideas.

Sooner Elementary uses the Response to Intervention (RTI) model to provide skill specific intervention to students who are below grade-level in Reading and Mathematics. These results are used to guide our process of improvement by addressing individual needs and learning styles. In addition, data is used to make instructional decisions for the whole class, small groups, and individual students, as well as to measure student growth towards proficiency in the Oklahoma Academic Standards. All students scoring below the 40th percentile on STAR are placed on an RTI plan and a PLC is formed. The PLC team consists of the grade level teacher, administrator, reading specialist, parents, and special education teacher. This PLC collaborates to make decisions concerning student needs, identifies resources available for student use, and designs an instructional plan for each student. Student's highest needs are determined based on data from individualized assessments; OSTP, STAR/STAR EL, and teacher diagnostic tools. Instruction is designed to remediate missing or weak skills. Progress is monitored and tracked using district designed RTI documentation. Tier 1 students receive whole group instruction by the classroom teacher, Tier 2 students

are identified through the above methods and receive additional small group instruction from the classroom teacher and attend Title I tutoring with a reading specialist, Tier 3 students receive additional small group time above the Tier 2 level groups and attend Title I tutoring. Tier 2 and 3 students have specific goals written by the PLC and will follow a 4x4 system. Students will attend 4 intervention sessions and then complete a progress monitoring tool with the classroom teacher. The interventions provided will be research based, and the progress monitor tool will match the skill intervention being worked on. After 4 progress monitoring data points have been collected, the data will be reviewed for growth or changes to be made. Teams meet monthly, by grade level, to analyze assessments and to monitor student learning outcomes. Parents are supplied with ideas for additional help at home and student progress. Tier 3 data points are analyzed by the school psychometrist to determine if students should be tested for special education resources.

Sooner Elementary provides Title I tutoring to any student Kinder through Third grade below the 40th percentile on STAR EL or STAR ELA. Kinder through Third grade students can attend Title I summer school during the month of June each year. Additional classroom materials are purchased for student use in Fourth through Sixth grade by the Title I program based on needs statements from teachers. Fifth and Sixth grade can participate in Student Council. 2nd-6th grade, participate in the district Science Olympics with chosen winners advancing to compete against other schools. All grades, K-6, attend STEAM weekly in their specials rotations to advance their knowledge in Science, Technology, Engineering, Art, and Mathematics. Fourth through Sixth grades participate in the annual spelling bee with winners advancing to regional competition. Fifth grade students can attend Camp Classen where students gain experiences in nature, camping, and team building. Every grade level attends one field trip per year based on Oklahoma Education Standards and chosen by grade level teachers. Students who qualify for the SEARCH program can attend additional field trips based on SEARCH enrichment guidelines designed by the district. Students have access to multiple e-tools to build their skills outside of the classroom. Students have their own personal login and once entered are able to access programs such as MyOn- a digital library with comprehension assessments for all grades, IXL-an interactive ELA & Math skills practice program for all grades, Prodigy-an interactive Math skills practice program for all grades, Reflex Math – an interactive math skills program for 2nd – 6th grade. Xtra Math-a math fact fluency program teachers can enroll students in, and Pebble Go-an interactive social studies reading resource for early childhood.

Sooner Elementary supports the growth of students through numerous occasions of pulling our teachers together and analyzing data. Vertical team meetings are held for teachers to discuss previous years test data and determine the needs of students as they progress to the next grade level. RTI meetings are held bi-weekly for the administrator and staff to sit down and analyze student progression towards EOY goals, identify weaknesses, and pull resources for students. PLCs are formed for specific students to design learning plans and ensure thorough decisions are made for students. Grade level meetings are designed to review curriculum maps/calendars to ensure that all required skills and concepts are being taught. Early childhood teams (K-2) work together to ensure those students are working on grade level in ELA and Math by the end of 2nd grade. This helps to ensure all students are prepared for third grade and can successfully complete the OSTP. Intermediate teams work together to ensure that prerequisite skills are covered in previous grades, examine OSTP scores, and determine student's strengths and areas of need to build deficient skills and provide students with intervention as needed. A yearly professional development plan was developed at the district level and the site. The district has an Academic Resource Team, 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 reading specialist, 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 STAR, OSTP, IXL, 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 with a stipend to attend in district professional development. The Academic Resource team provides training in curriculum implementation, analyzing data, specific instructional book studies, and in-depth study of grade level standards. 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 TNT Day, Site Improvement Day, and various workshops. Teachers have individual professional development plans based on their TLE professional growth goals and the district-wide requirements. Some of the training courses required are Blood Borne Pathogens, Diabetes, Child Abuse, ELL, School Safety, and McKinney-Vento Homeless Student training. All training is documented through the GCN website. Decisions for professional development are driven by subject area data and individual site student needs based off 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 videotaped lessons.

The Moore District teams with local universities, attends local job fairs, and partners with student teachers for potential future employment. Open positions are posted on the district website. Also, the district provides competitive wages to future teachers. The new teacher orientation process provides a multi-day new teacher orientation for all teachers that are new to the Moore District as well as a new teacher academy that meets every month. The mentoring program teams an entry year teacher with a veteran teacher that is in the same grade level and content area. The district maintains buildings and facilities, provides research based Professional Development, current textbooks, teacher materials/resources, current technology resources and training for teachers. In addition, principals can refer struggling teachers to be paired with an instructional coach for more intense mentoring in needed areas. The Title 1 teachers serve as a resource for all grade level and content area teams to support new and experienced teachers. A Title 1 site-based meeting is held in the fall and spring along with other meetings that 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 of attending in a traditional format. Informational meetings are held to inform teachers of the process in attaining National Boards. Title 1 funds at extreme poverty, low-performing schools provide additional resources, classroom materials, and professional development opportunities. There is constant communication by district leadership and strong community support through businesses, non-profits, and the MPS foundation. Multiple opportunities for further education are offered through on-site cohorts with local universities and instructional coaches placed in high-need sites.

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.

Classroom teachers provide instruction for all students through whole group, small group and individual learning interventions as needed. Title I funds are used to purchase materials for classroom use during these whole, small, and individual instructional times. 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. In addition, Title I funds are used for the salary of a literacy specialist, highly qualified tutor, and materials for Title I tutoring. The literacy specialist works with all students K-3 that score below the 40th percentile on STAR EL or STAR ELA. The tutor provides additional instructional time for grades K-3 and 4th grade Math students with deficiencies in math fact fluency. Students have access to many resources that provide additional assistance throughout the day. These services include Title I intervention, before/after school tutoring, ELL tutoring, Indian tutoring, SEARCH - for gifted students, speech services, special education services, and summer school. Students are identified for these programs using appropriate assessments. The site will determine appropriate instructional strategies through ongoing evaluation of the data collected throughout the year.

Title 1 funds are spent on supplemental materials to target the core standards in Reading, Language Arts, Writing, and Mathematics. Our district follows federal guidelines in helping coordinate programs for qualifying students for additional assistance that supports their success in school. Students who qualify for Title 1, ELL, Indian Education, Guidance/Counseling, Mental Health services, Free and/or Reduced Lunch, and Special Education, including Speech, are enrolled in the qualifying programs as quickly as possible after evaluations take place. The students receive these services until their support team determines that they no longer qualify and/or require the service. Additionally, funds secured through the Strong Readers Act (SRA) are used to coordinate targeted instruction, fund tutors, and provide Summer Academy for students in grades K-3. Outside services that benefit from achieving state standards include grants,

community partnerships, volunteers, and tutors. These services help improve academic achievement district wide.

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

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

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

· Title II – funds will be used to improve teacher education; retain and recruit highly skilled teachers for at-risk skills and high needs subject areas.

· Title III – funds will be used to provide educational support for English Language Learners.

· Title IV – funds will be used to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

· Indian Education – 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 third grade.

5. Evaluation and Plan Revision
☒ By checking this box, the school principal certifies that the plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. ESEA Section 1114(b)(3)
Expectations
1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation. 2. The monitoring and revising of the Title I schoolwide plan include regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning. 3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.
Addressing the above expectations, describe in the box below how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement to determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the state's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
Sooner Elementary evaluates and revises its Title I Schoolwide Plan by holding Site Based meetings once each semester. The Site Based meeting includes the principal, Title I Coordinator, Title I teacher, representative teachers from each grade level, librarian, parents, support staff, and anyone else who would like to attend. We view this as our time for transparency and collaboration to provide our students with the best educational opportunities possible. We use the site-based meeting to determine if our program has had a successful year by viewing achievements towards goals based on OSTP/STAR test data and responses from teacher, student, and parent surveys. In addition, we discuss the use of the Title I budget and plan for materials/professional development requests by teachers, parents, and students. Agendas are developed to include review of Title I program from previous and current school year, parent engagement events held, budget, materials request, goals based on OSTP/STAR. Needs Assessments including State Report Card results, Survey results from parents, teachers, and students, professional development requests from teachers, Parents Engagement plan as we look forward. The schoolwide site plan is analyzed and reviewed based on performance and non-performance data collected and presented at the site-based meeting held bi-annually. For example, based on skill work identified from STAR ELA tests and RTI results in 24-25, materials were purchased to assist teachers in instructing phonemic awareness. Based on the achievements of grades 3-6 on the OSTP ELA & Math and teacher requests, we purchased additional materials to assist as study tools. In addition, the perception conveyed through surveys stated students, teachers, nor parents believe our school supplies enough technology access, so we are working to gain more technology devices. Our parent engagement events are

designed around trends to increase attendance, such as, we added a STEAM event with a strong focus on math. Also, during each meeting, the Title I teacher and librarian collaborate with the staff to join efforts on events and provide parents with one event with multiple resources to gain, while attending. As goals are reviewed during site-based meetings it is determined if goals need to be increased or decreased. If a decrease is decided, then data is analyzed to determine why and where more support needs to be put in place.

Data is continuously being reviewed throughout the school year to evaluate instructional practices, determine student growth patterns, analyze achievement, find gaps across grade levels, classrooms, and content areas. In September, we hold an all-day in-service, focused on reviewing data and instructional practices. The site principal meets with all staff members to analyze the previous year's OSTP results, look for weaknesses, and celebrate successes. Staff is then broken up into grade levels and given a schedule to meet vertically with other grade levels to see how instruction provided and curriculum calendars affect student's growth a year above and below. Also, each grade level reviews previous year's state standards achievement reports from STAR EL, ELA, and Math. Then each grade level designs a SMART goal for ELA and one for Math to implement in the current school year. Data meetings are held once a month after this point to analyze the growth of students and whether goals have been achieved. The administrator draws attention to data to determine if there are gaps between grade levels, classroom, or content areas. These data meetings are also used to check on students participating in RTI instructional groups and/or SRA tutoring. Parents are included in the RTI process and SRA program and informed of additional instruction to supply at home. In addition, parents are included in communication sessions to review data and make decisions through multiple means; conferences, over the phone, notes sent home, Dojo, and through the parent portal.