



2020-2021
School Year

Initial Plan 5/19/20
Date

Revised Plan _____
Date

District Information

Moore Public Schools

District Name

14/I-002

County/District Number

Dr. Robert Romines

Superintendent Name

405--735-4200

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School Information

Central Junior High School

School Name

62.07%

School Poverty Rate

Mrs. Tammy Hillis

Principal Name

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Instructions

Each of the five sections of the plan is composed of three parts.

- The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under "Meets Expectations." Corresponding points under the headings "Developing" and "Does Not Meet Expectations" are provided for the sake of clarity.
- The third part is a scrolling text box where the narrative answers are to be entered. There is no word or character limit.

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, paraprofessional 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. **[ESSA, 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. **[ESSA, Section 1114(b)(4)]**
- the school meets the requirements of Section 1116 of ESSA, 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. **[ESSA, Section 1116(b-g)]**

Meets 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.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the Needs Assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I Schoolwide Plan.
3. The school vision and mission for student success are communicated to families and are based on the beliefs and values of the school community.
4. The Title I Schoolwide Plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the Needs Assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I Schoolwide Plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community, or may not be embraced by families or community members.
4. The Title I Schoolwide Plan is posted in English on the school's website.

Addressing the above expectations, describe the strategies your school is using to increase family and community stakeholder involvement.

Central Jr. High's teachers and staff are committed to the involvement of parents in their children's education. An annual Title I information meeting is scheduled at the beginning of each year, with notices distributed on Back-to-School night as well as reminder notes and IC messengers sent out at the beginning of school. Title I pamphlets, along with parent/teacher/student/administrator compacts, District and Site Parent Involvement Policies, and Parents' Right-to-Know information is distributed to all parents at the beginning of each school year. Infinite Campus (online gradebook) is provided for teachers to input scores and for both students and parents to access grades and comments from teachers. Parents also receive information as soon as school starts about how to access grades through Infinite Campus. Parents can also gain login information anytime through the school office. To properly address the vision of our school, we align instruction with State Standards and consistently communicate these standards to all invested shareholders, including parents. We connect parents to the standards through: in-person meetings (Title I Site Base Meetings, PTSA meetings, Parent-Teacher Conferences and other interpersonal communication); informational books and brochures; using of Class Syllabi and Infinite Campus; and they are posted on the Title I website. Throughout the year, teachers communicate with parents continuously through phone calls, emails, meetings, as well as social and Remind apps. Parent-Teacher conferences are twice a year; one in the fall and one in spring. The times include evening hours for working parents. For parents who cannot attend during the designated conference times, accommodations are provided, and meetings are scheduled around their availability. Through Title I funds, parents are invited to attend and learn ways to increase their child's academic performance through informational meetings and events that provide ideas and strategies for parents and kids to interact while learning and then follow up with home activities that are provided. The at home activities are listed on a "At Home" handout that can be completed with supplies provided at the parent involvement event to continue learning at home. Parent involvement activities are advertised through notes sent home, emails, district and school websites, PeachJar, and communication apps. These events are also publicized by the Parent Teacher Student Association (PTSA) through both a monthly calendar of events and various social platforms. Title I provides a parent library full of resources for parents to assist their students learning at home. It features books, DVDs and videos covering a wide variety of parenting topics. The Title 1 website provides monthly Reading Connections as well as print and digital resources to support students and parents with at home learning.

CJH has an established committee comprised of teachers, staff, administrators, and parents. This committee is referred to as the Parent Community Advisory Council (PCAC). The goal of the committee is to strengthen parent involvement in our school. The committee meets once per semester to discuss and plan upcoming parent involvement activities, and to evaluate the effectiveness of the Title I program. An annual parent informational meeting is held to inform parents about Title I and the services this program provides our students. Teachers, parents, and students are asked to evaluate the Title I program and its provisions through surveys in both online and paper format.

In order to encourage parent and guardian attendance at Title I events, the events are advertised in a variety of ways. Parents are notified about the events as early as possible. This includes flyers sent home, posts on social media accounts, automated phone dialer, advertise on marquee, classroom promotional activities, and posters in the building. The advertising for a Title I event usually begins about 2-4 weeks before the event. The title I events that are offered to parents and guardians are offered at a

3-4 weeks before the event. The title I events that are offered to parents and guardians are offered at a variety of times throughout the school year. These times are determined from the parent survey conducted each spring. Based off the survey, parent events are offered early morning, in the afternoon, or in the evenings Monday- Friday. Working with the Parent Teacher Student Association and community business donations, prizes and refreshments are often provided. Both of those help to increase the parent turnout at the Title I events. Events offered include Patriots' Pen Night, Home Depot Math Night, and Poetry Night.

Central Junior High creates a committee each year that is comprised of vested shareholders, including teachers, staff, administrators, and parents. All parents are invited to become committee members so that all student and parent needs are best represented. This committee is referred to as the Parent Community Advisory Council (PCAC). The goal of the committee is to strengthen parent involvement in the school. The committee meets once per semester to discuss and plan upcoming parent involvement activities, and to evaluate the effectiveness of the Title I program. Following each Parent Involvement activity throughout the year, feedback is gathered from students, teachers, staff, and parents to assess the effectiveness of the event and make changes to better meet parent needs. A Parent Involvement Activity Review is then completed to reflect on what worked and where adjustments need to be made. Each year, all parents are provided electronic or paper surveys at the end of the year to evaluate the Title I program. Information from these surveys is used to guide all the Title 1 program's practices for the coming year.

The Central Junior High Title I program is committed to inspiring high standards of academic performance and character. Students, faculty, and staff all contribute to an environment of mutual respect, fairness, equity, and school safety that promote an environment conducive to learning and character development. As part of the Title I Schoolwide Plan, all teachers strive to meet the plan's goals by incorporating standards-based curriculum provided by the district. Teachers work collaboratively in the development of lessons using proven teaching strategies that are engaging and meet the needs of all students. Meetings are held regularly to analyze assessments and to monitor the learning of all the students, but also to specifically monitor the at-risk population. These results guide the process of instructional improvement by addressing individual needs of students.

Moore Public Schools contracts with Multi-Lingual Communications Services for on-site translation services in cases where communication with non-English speaking families is needed. This translation service is able to 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 Title I 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 education agency. [ESSA, Section 1114(b)(6)]

Meets Expectations

- 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.
- Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
- Examines student, teacher, school and community strengths and needs.
- 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.
- Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.

Developing

- Includes performance and/or non-performance data gathered from a limited number of resources.
- Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1111(c)(2) of ESSA.
- Examines student strengths and needs.
- School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
- Evidence shows that the schools Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students in general.

Does Not Meet Expectations

- Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
- Includes analysis of the student body as a whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1111(c)(2) of ESSA.
- Examines student deficits.
- School administrators have not clearly and transparently identified and communicated the school's priorities.
- Evidence does not show that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students.

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 Title I Schoolwide Plan.

Central Junior High School's current enrollment is 613 students. 50% of the population is female and 50% is male. 62.07% of Central's students participate in our free and reduced lunch program. The highest percentages of at-risk student populations are 17% Hispanic/Latino with 43% that scored below basic and 8% Black/African American with 43% that scored below basic. Central Junior High had 5 English Language Learners enrolled for the 2019-2020 school year. 64% of the student population received referrals this year. Referrals ranged from forgetting an ID to aggressive behavior. 11% of the student population received 1 or more days of ISD and 13% received out of school suspension. Central Junior High has 42 certified and 1 emergency certified teachers. For the 2019-2020 school year, the turnover rate was 7%. Parent involvement is an important factor for student success at Central. Title 1 Parent Involvement Nights' attendance increased this year due to the addition of a math night. There were 31 parents at the Open House Night Parent Informational Meeting, 55 parents at Patriot's Pen, and 60 parents at Home Depot Math Night. The annual Parent Involvement Poetry Night was not held due to school closure because of COVID 19. Student achievement data is gathered from teacher assessments, OSTP (annually), and STAR data (every 5 weeks). In August 2019, the 7th grade average scaled score for the STAR was 790 and in March the average was 827. The 8th grade average scaled scores was 893 and in March it was 922. The data is compared to previous data to evaluate the success of the school's plan and evaluate whether the site goals are being met. The RTI process for the most academically at-risk students starts with a classroom teacher referral that is followed by level 2 interventions, documentation, level 3 interventions, gathering of data, and meetings with parents. This process is implemented to verify the best way to meet the student's academic needs for learning success. Central Junior High's State Report Card 2018-2019 scores were 47% for overall Academic Achievement, 43.2% in English, 45% in math, and 44% in science. Annually, at the end of the year, Title I surveys in digital and/or printed format are given to parents, students, and teachers at Central Junior High. This year, parent surveys revealed that email is the preferred source of communication, that parents are interested in receiving information on future careers, assistance in how to academically motivate their students, and that the parent involvement activities were appreciated. The students were not surveyed this year due to COVID 19. The teacher survey's reported that reliable Chromebooks are needed in the classrooms and that teachers want professional development for integration of digital resources with lessons that align with standards. As a result of the surveys, the academic focus for 2020-2021 will be on using proven methodology to increase the students' abilities to read rigorous text and strengthen writing skills of students digitally.

Central Junior High is committed to supporting students who face obstacles and disadvantages; the goal is to provide the necessary tools to prevent these challenges from hindering a child's educational development. Of the 57% of students who were reported to participate in the free/reduced lunch program in 2018-2019, 62% scored Basic or higher on the ELA portion of the 2019 OSTP and 49% scored Basic or higher on the Math portion of 2019 OSTP. In 2018-2019 of the 1.5% of students classified as English language learners (ELL), 10% scored Basic or higher on the ELA portion of the 2019 OSTP and 40% scored Basic or higher on the Math portion of the 2019 OSTP. During the 2018-2019 school, 20% of students classified with disabilities 43% scored Basic or higher on the ELA

portion of the 2019 OSTP and 24% scored Basic or higher on the Math portion of the 2019 OSTP. The subgroup, Hispanic, comprised 17% of the overall student population in 2018-2019. On the 2019 OSTP, 62% scored Basic or higher on the ELA portion and 38% scored Below Basic; 57% scored Basic or higher on the Math portion and 43% scored Below Basic. The subgroup, Black or African American, comprised 7% of the overall student population in 2018-2019. On the 2019 OSTP, 63% scored Basic or higher on the Math portion and 37% scored Below Basic; 53% scored Basic or higher on the Math portion and 47% scored Below Basic.

At Central Junior High, there is a wide range of students in each classroom, from those working several grade levels below grade level to those working several grade levels above. The teachers assist the students for success by meeting them where they are by analyzing data and forming relationships with the students. Knowing the strengths and needs of our students helps us choose the most useful resources to support them in their academic needs. Central Junior High has many teachers at different points in their education career. This includes brand new first year teachers to teachers who have been teaching over 25 years. The beauty of this is they all bring many strengths into teaching which helps peer teachers to improve and strengthen their own teaching. This is accomplished by mentor teachers, professional development, assessing data, and collaboration. The community around Central Junior High is composed of The City of Moore community service buildings and businesses. When teachers or students need resources for academic learning or donations for events, we have many local businesses and churches in the community that provide donations to meet those needs. Students at Central Junior High are also helping the community with its needs as well. This is done by mentoring younger students at Central Elementary (located next door), volunteering at community events, our recycling program, and inviting the community to be a part of all school and Title I events.

At Central Junior High, data is used to monitor the success of our Title I program and evaluate whether our goals are being met. This data drives instruction to improve our schoolwide program and meet our students' needs. Our Title I Committee determined that the goals for 2019-2020 school year were as follows: Reading: Both 7th and 8th grade students will increase the STAR scaled score average, by grade, 30 points from the beginning of the year benchmark test to the spring benchmark. The fall scaled score average for 7th grade was 710 and the spring scaled score average was 725. The 8th grade fall scaled score average was 830 and the spring average scaled score was 907. Our reading goal was not met by 7th grade because the increase was 15 points, but 8th grade did meet the goal by increasing 77 points. The data is skewed because students did not return after Spring Break due to the Covid 19 virus and distance learning being put in place. Students missed out on 9 weeks of instruction and the last opportunity to take the STAR test for the 19-20 school year. Math: Both 7th and 8th grade students will increase 2% achieving proficient or above status by each grade average from the previous year's OSTP percentage to this school years percentage. The OSTP percentage of students that scored at or above the standards was 52.75% for 7th grade and 47.25% for 8th grade. The data comparison for math is incomplete because students did not return after Spring Break due to the Covid 19 virus and distance learning was put in place. Students missed out on 9 weeks of instruction and the opportunity to take the OSTP test. Current technology will be available and fully utilized in 100% of all Language Arts and Math. This technology goal was met by means of laptops, smartboard projectors, screen beams, computer labs, and the Innovation Lab. This information was determined Outlook Calendar Technology sign up and the surveys.

Our Title I Committee determined that the goals for 2020-2021 school year are as follows: Reading: 7th and 8th grade reading students will show an increase of 10% or more on each grade level's average between the pre-assessment at the beginning of the 2020-21 school year and the post assessment given at the end of the 2020-21 school year. Math: 7th and 8th grade math students will show an increase of 10% or more show on each grade level's average between the pre-assessment given at the beginning of the 2020-21 school year and the post assessment given at the end of the 2020-21 school year. Technology: Current technology will be available and fully utilized in 100% of all Language Arts and Math classes throughout the school year 2020-2021.

Central Junior High's Title 1 Program starts at the beginning of the year with data collection of the previous years' OSTP scores to identify the most at-risk students and to guide classroom instruction for all students. Those identified as at-risk students are closely monitored through classroom observations, math benchmarks, STAR testing in reading classes, and direct contact with the parents from a content teacher or the Title I Literacy Coach. Throughout the year, reading teachers analyze the data from the STAR reports and class assessments to analyze student growth and skill mastery. Math teachers analyze the benchmarks that they administer in class during the year for skill increases in alignment with state testing and the Title 1 goal. Each time an assessment is given, the at-risk students are evaluated, and any needed additional supports are added such as an increase of in-class modifications, peer tutoring, after school tutoring, or the implementation of an RTI process. The technology use of teachers and students is analyzed through monitoring the check-out system of technology and the co-planning/teaching of digital lessons with the Literacy Coach.

3. Schoolwide Plan Strategies

By checking this box, the school principal certifies that the Title I 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 Section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies 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; and
- 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. **[ESSA, Section 1114(b)(7)(A)(iii)]**
- provide professional development 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;
- be evidence-based as defined in **ESSA, Section 8101(21)(A)**.

Meets 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 activities that 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, preschool children transition to local elementary school programs.
4. The school uses clear criteria and processes for student participation in 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.

Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the Comprehensive Needs Assessment, and may result in limited improvements in student learning.
3. Additional ongoing assistance is provided for students experiencing difficulty meeting State standards.

4. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day, but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the Comprehensive Needs Assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

Addressing the above expectations, describe 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. The curriculum in all content classes provides a wide spectrum that meets all learning needs from enrichment for high achieving to the remediation for at-risk students. The implementation of the Instructional Model for the entire district has resulted in common evidence-based strategies that are vertically aligned throughout all grades and contents. Honor classes are offered in both grades at the junior high level. STEM enrichment classes will be implemented starting in August of the 2020-2021 school year.

Before the school year begins, STAR data from the previous year is analyzed by reading teachers, administration, and the literacy coach to identify at-risk students. That list is then combined with information from incoming 6th grade students' RTI folders from all feeder schools. Those students' names are then shared with each content teacher so that the best visible learning strategies with the highest effect sizes are utilized and focused with those students. All Central teachers utilize RTI Tier 1 strategies in their classrooms. In reading classes every 5 weeks, students take the STAR assessment. In math classes, benchmarks are given at the end of each new skill lesson. Both sets of data are analyzed to establish interventions such as goal setting, bi-weekly goals and accountability meetings, as well as Tier 2 strategies for at risk students. Data collection is shared with all stakeholders in each student's education, including the student at the junior high level. This team approach enables all academic decisions to be well informed for the best avenues of a student's educational choices and plan.

Mastering the State's standards can be difficult for students for a variety of reasons. To assist incoming seventh graders, they are invited to Cub Camp each August to learn about the many resources available at Central Junior High. Moore Public Schools provides services such as therapies for speech, occupational therapy, and physical therapy. Counseling with school counselors or the school district's LPCs, or meeting with Moore Youth and Family Services are all provided at school for students in need mental health support. An in school Indian Tutor provides tutoring services for the Native American population at Central Junior High. Moore Public Schools offer grade remediation evening tutoring for all students that have a D or F in a content class. Saturday school at Central is sometimes utilized during a semester for grade recovery. Eighth grade students take a tour of Moore Norman Vocational Technology Center in the spring to learn what opportunities it provides and ICAP is conducted each year.

Central Junior High's Culture Committee created a school wide criteria list that is founded on positive expectations of behavior and followed by clear guidelines. Weekly tickets for any positive behaviors are passed out by all staff in any school setting. Every Friday, there are multiple ticket drawings for gift certificates. This has established a positive culture at the school that everyone behaves the Central way. Clear expectations and discipline steps are used in all Central Jr. High classrooms. Individual student meetings are used to intervene when needed with a behavior or to address behavior problems. Parents are utilized as knowledgeable resources when creating a student's behavior plan at Central.

Using the STAR assessments, reading pre-assessments, reading benchmarks and math

benchmarks, at-risk student's performance is assessed over time. If growth occurs, the interventions stay in place and the monitoring continues. If growth is not occurring, the interventions are evaluated and removed if ineffective, changed, or more supports are added. After those have been implemented for approximately 5 weeks, the team reevaluates growth. If growth is occurring, then those supports are left in place and the monitoring continues. If growth is not noted, then, the data collection continues with the interventions and the process for special services is followed.

At Central Junior High, many extra-curricular clubs are offered: Academic Team, Art Club, Debate Club, Lunch and Lit, Make and Takes, Mixed Minds Book Club, National Honor Society, Native American Club, Recycling Club, Robotics Club, Student Council, and Youth and Government. These clubs provide a wide range of extended learning opportunities for all students. All of the district's curriculum resources are available for students to access digitally any time beyond the school day. The CANVAS platform provides a one-time sign on access for all Moore students. Many Central teachers utilize free online resources for students to access within and beyond the school day such as Quizlet, Khan Academy, and Free Rice.

A yearly professional development plan has been developed at the district level as well as at Central Jr. High. The district has an Academic Resource Team 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, literacy coach, and/or site administrators. These committee members meet throughout the year and determine the areas of need for professional development for the site. After they determine the need, the faculty is surveyed and an overall plan for professional development is developed. The data sources used to indicate the needs for chosen professional development are: STAR, OSTP, subject area tests, Individualized Education Plans, teacher surveys, benchmark data, and district requirements. These data sources drive the needs for professional development throughout the year. All professional development opportunities are aligned with the goals of the Schoolwide/School Improvement Plan. After a professional development activity has been completed, teachers are surveyed to determine strengths and weaknesses from the professional development attended. Teachers are then encouraged to share professional development learned with others on their team and with the faculty. They can be provided with a substitute and release time to attend professional development off site and are sometimes provided a stipend to attend in district professional development. Implementation of learned strategies is monitored by site principal and the reading specialist/literacy coach through classroom observation and walkthroughs, periodic data meetings, mentor teachers, and overall student achievement. At Central Jr. High and district level, teachers are supported and encouraged to facilitate professional development for other teachers to show what they have learned. Professional Development opportunities include Teachers Need Teachers Day, Site Improvement Day, and various workshops such as reading/math Luaus. Teachers have individual professional development plans based on their TLE professional growth goals, as well as the district wide requirements. Some of the required trainings 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 data 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 videotaped lessons. Professional development on your plan is available for all, as well as mentor teachers for entry year teachers. In the coming school year, areas of focus will be based on beginning of the year assessment data, teacher observations, and teacher assessments. Professional development is the strategy Central Jr. High and Moore Public Schools use to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of our Title I students. They learn and problem solve together in order to ensure all students achieve success. Central Junior High uses monthly Lunch and Learns by department to provide a collaborative learning and work time for teachers. When time is set aside for professional development and used effectively, parents and students see results.

The Moore District has procedures in place to ensure the hiring of highly qualified teachers that meet the qualifications for vacant positions. The process for ensuring instruction to be delivered by Qualified Teachers begins with the interview process that focuses on specific grade levels and content area needs. The district recruits and retains qualified teachers by providing a competitive monetary incentive of steps on a salary scale for teachers that achieve higher degrees and years of experience. A yearly stipend is provided for National Board-Certified Teachers. The maintenance of all Moore facilities, continuous professional development opportunities, up to date curriculum, ever evolving technology resources and digital trainings are some of the numerous benefits offered to teachers in Moore. The Moore District teams with local universities, attends local job fairs, and partners with student teachers for possible future employment. Open positions are posted on the District website. Also, the district provides competitive wages to future teachers. The new teacher orientation process provides a one-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. When funds are available, a mentoring program is provided to 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 curriculum coordinators for more intense mentoring in needed areas. Moore Public Schools frequently offers on-site cohorts with local universities to attain further learning to teachers and instructional coaches are provided at all Title 1 junior high schools and at high need elementary schools. The community of Moore provides unconditional support and investment in the educational opportunities that take place in Moore schools.

The Moore District has a letter template that can be utilized in a situation when a non-qualified teacher is teaching for more than (4) weeks to notify parents. Annually, the Parents' Right-to-Know Notification, is sent home with every student enrolled at a Title 1 School. This letter outlines their right to request information regarding the qualifications of teachers and paraprofessionals. Monitoring/Compliance Document. The Title 1 District Handbook outlines qualifications that must be met for paraprofessionals to reach the highly qualified status. This process ensures that Moore District only hires highly qualified paraprofessionals to work at Title I schools.

4. Coordination and Integration

By checking this box, the school principal certifies that:

- if appropriate and applicable, the Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I Schoolwide Plan outlines the ways in which funds are to be braided. **[ESSA, 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 Title I Schoolwide Plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. **[ESSA, Section 1114(b)(7)(B)]**

Meets Expectations

1. Leverages sufficient resources (e.g., 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.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.

Addressing the above expectations, list the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I Schoolwide program.

Title I funds link to improved student outcomes at Central Junior High through the direct student use of materials and improved instruction. This year, 5 Screen beams and five projectors were purchased. Those were immediately installed in Math and ELA classes that had nonworking Smartboards. The students were able to see visual examples and interact with math and ELA lessons and that were being demonstrated. In conjunction with Central's math goal to increase the percentage of students passing the OSTP this year, seventy Scientific calculators were purchased this year. Students were able to use them daily in the math classes in conjunction with their lessons. Class sets of GeoModel Folding Shapes, math vocabulary and formula cards, and Pre-Algebra/Algebra Line-Up Cards were purchased for students to complete hands on learning activities with math concepts. Those items were also used with the Title I after-school math tutoring program. Each of those impacted student learning by incorporating motor skills that transferred to long term memory and deepened the understanding of concepts. To align with the reading goal to increase the standard scores of each grade by 30 points, a variety of paper colors, colored markers, and white board colored markers were purchased for kinesthetic lessons in ELA classes of identifying, annotating, and creating. As a result of students being able to use the different colors, students made connections and were able to identify higher level thinking skills with text-based lessons. Title I funds are also used to pay for the Literacy Coach at Central. The Literacy Coach collaborates with staff to achieve the site goals. The implementation of best teaching practices through co-teaching and professional development opportunities throughout the year is utilized by the Literacy Coach with staff to directly impact student learning in the classroom. The Title I budget is managed by the Lit. Coach for the school and is coordinated for the use of funding in alignment with the site goals to support and advance student achievement.

The Moore Public School District follows federal guidelines in helping coordinate various programs of qualifying students for additional assistance to support their academic success. To ensure that the needs of the at-risk students are met, Central's Title I program works in conjunction with many other school programs. The federal free and reduced meals help our students to eat a solid breakfast and lunch at school. That nutrition helps the students to be able to focus and retain their academics. At Central, the Indian Tutor sees Native American students for both math and language arts' skill interventions. The ELL students' specific language and academic needs are addressed directly with the Moore School District's ELL Program's teachers and resources. The Title I Literacy Coach is then able to reinforce the ELL services in both the students' classrooms and individually. Students that are neglected, delinquent, or struggle with mental health problems are counseled at school by the school counselors, Central Junior High's LPN, and/or the Moore Youth and Family Services. Moore Public Schools also offer(s) Mental Health Phone Assistance as well. The Response to Intervention program for low achieving students is implemented by regular classroom teachers, supported by special education teachers and the Title 1 Literacy Coach to address low achieving skill areas of students and to proceed if needed for special education services.

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. Utilizing the Child Find Program, we identify students in the community at an early age who might be in need of special education services and work

students in the community; at an early age, who might be in need of special education services and work to provide families with education and support before their child even begins school. Once a child begins school, any need that is identified is quickly addressed by either Title I, ELL, Indian Education, Speech, and/or Special Education; in addition to other programs that are available within the district depending on the student's needs and qualifications. We see it as our duty to ensure that all student's needs are being meet. 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 be in need of additional outside counseling services.

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

- 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
- RSA – 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 Title I Schoolwide 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. **[ESSA, Section 1114(b)(3)]**

Meets 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 revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
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.

Developing

1. School leadership uses state assessment results to annually evaluate the Title I Schoolwide Plan.
2. The monitoring and revision of the Title I Schoolwide Plan is based upon limited types of data, and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I Schoolwide Plan.
2. Some monitoring of the Title I Schoolwide Plan takes place, but there is not a process to regularly adjust the Title I Schoolwide Plan to increase student learning.
3. School leadership reviews student achievement and growth data.

Addressing the above expectations, describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I Schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the Title I 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 Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I Schoolwide program.

Central Junior High Title I establishes a Parent Community Advisory Committee (PCAC) at the beginning of each school year. The committee is made up of teachers, staff, an administrator, and parents. The committee meets once per semester to discuss and plan for upcoming parent involvement activities, as well as, the effectiveness of the Title 1 program. Once the planning committee has met, two Title I Site Base Meetings are scheduled. The first Site Base Meeting is in the Fall semester and the second is in the Spring semester. All members of the PCAC are invited to the meetings as well as the Title I District Coordinator, Site Principal, teachers, and all parents/guardians of students at Central Junior High. The purpose of the Fall Site Base Meeting is to look over the current year's plans and goals. The Title 1 goals are address three different areas: English Language Arts, Math, and Technology. During the meeting, the future parent involvement events, site goals, budget, tutoring, and ideas are discussed. In order to achieve our goals, the Title I budget is shown to everyone for the current year. The budget allows the Title I program to purchase resources, and professional development opportunities for teachers to better assist our students for the year. The second Site Base Meeting is scheduled in the spring. The purpose for the Spring Meeting is to review how the current year Title I program performed; what worked well, did not work well, goals met, and determine what the next year's Title I programs main focus should be. Parent involvement activities from the year are also reviewed to see what events were successful and why, and how parent involvement for the next year can be increased. During the spring meeting, the next year's Title I projected budget is used to discuss possible ideas on how Title I money should be spent for the upcoming year to promote students learning in ELA, math, and technology. Results from the needs assessment surveys from teachers, parents, and students are also analyzed. Oklahoma School Testing Program (OSTP) results, Oklahoma State Report A-F Report Card, Star data, and teacher professional development are looked over. The committee then determines what the goals for ELA, math, and technology will be for the next year. After the plan and goals for the upcoming year are verbally agreed upon, the Title I Compact and Parent Involvement Policy are signed. If goals are met and stakeholders agree with the Title I program, then it is determined that the program is functioning at a high quality. The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.

Central Junior High's Title I Program starts at the beginning of the year, in the Fall, with data collection of the previous years' OSTP scores to identify the most at-risk students, to guide classroom instruction for all students, and to plan professional development for teaches. Those identified as at-risk students are closely monitored through classroom observations, math benchmarks, and STAR testing in reading classes. Throughout the year, reading teachers analyze the data from the STAR reports using the scaled scores in alignment with the Title I goal. Math teachers analyze the benchmarks that they administer in class during the year for skill increases in alignment with state testing and the Title I goal. Each time an assessment is given, the at-risk students are evaluated, and any needed additional

supports are added such as an increase of in-class modifications, peer tutoring, after school tutoring, or the implementation of an RTI process. In the Spring, the data is looked at to see if the Title I program met the ELA and Math goals for the year. New goals or the increasing of goals are discussed if the previous goals were met for the year. If goals were not met, the data is analyzed at to determine why the goals were not met. Then a new plan of action is determined to meet all academic needs.

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