



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.

08-17-2026

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

| District Information |                                                                                    |
|----------------------|------------------------------------------------------------------------------------|
| District Name:       | Moore Public Schools                                                               |
| District Number:     | I-002                                                                              |
| County Name:         | Cleveland County                                                                   |
| County Number:       | 14                                                                                 |
| Superintendent Name: | Dr. Robert Romines                                                                 |
| Email Address:       | <a href="mailto:Robertromines@mooreschools.com">Robertromines@mooreschools.com</a> |

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

| School Information    |                                                                                      |
|-----------------------|--------------------------------------------------------------------------------------|
| School Name:          | Winding Creek Elementary                                                             |
| School Site Code:     | 125                                                                                  |
| Principal Name:       | Mrs. Kristi McMurtry                                                                 |
| Email Address:        | <a href="mailto:kristimcmurtry@mooreschools.com">kristimcmurtry@mooreschools.com</a> |
| *School Poverty Rate: | 69%                                                                                  |

\*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**

- 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.
- 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.
- 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.
- 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.**

Winding Creek teachers and staff are committed to the involvement of parents in their children's education. Through Title 1 funds, parents are given opportunities to attend informational meetings and events to give them ideas and strategies to increase their students' academic performance. Parent involvement activities are advertised through notes home, emails, Parent Square, district and school websites, and the PTA Facebook page. Parent Involvement Events are advertised early at Back to School Night, Parent Night Meetings at the beginning of the school year, or as early as possible. Invitations are sent home well in advance of the events. The events are held at various times to accommodate the differing schedules of parents. Many events are held after normal work hours to accommodate working parents. Title 1 partners with other school organizations such as PTA and Book Fair to maximize attendance. The events are comprised of engaging themes, learning activities, and academic games. The events offered are meaningful to families as to encourage attendance. Our Trick or Treat, Find and Keep! Event allows parents to be a part of promoting reading with their children while learning how to support reading at home. Our STREAM Night teaches



parents and students fun and engaging math, reading, and technology activities to promote reading, math, and technology skills. The Parent Teacher Association provides a monthly calendar of events for parents to inform them of things occurring within the school or community. Parental involvement events are scheduled throughout the year to encourage the parents to be active learning partners.

Winding Creek established a committee this year that is made up 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 the parent involvement component for our school. 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. An annual parent informational meeting is held to inform parents about Title 1 and the services available to them. Teachers, parents, and students are asked to evaluate our Title 1 program and all that it provides through surveys online and in paper format. This feedback is used to improve future parent involvement events. Title 1 pamphlets along with parent/teacher/student/administrator compacts, District and Site Parent Involvement Plan, and Parents Right to Know information is distributed at the beginning of each school year and is available on the website and Parent Square.

Our Title I program is committed to inspiring high standards of academic performance and citizenship. Students, faculty, and staff all contribute to an environment of mutual respect, fairness, equity, and school safety that promotes an environment that is conducive to learning and character development. As part of our Title I Schoolwide Plan, we will strive to meet our goals by incorporating standards-based curriculum provided by the district. Teachers will work collaboratively in the development of proven teaching strategies that are engaging and meet the needs of all learners. We will meet to analyze assessments and to monitor the learning of all students. These results will be used to guide our process of improvement by addressing individual needs and learning styles. In addition, Title I teachers will conduct parent, teacher, and student surveys to help guide us in determining our future focus goals.

As teachers, we will model to students the attributes of responsibility, hard work, and respect. We will model a commitment to quality work and lifelong learning that will empower students to embrace the challenge of the future. Our school's focus, vision, and mission are embedded in our school creed, which is recited daily by the students, teachers, administrators and staff. Our expectations are recited daily as well and posted throughout our school. "Be Safe. Be Respectful. Be Responsible." are recited as well.

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



## **2. Comprehensive Needs Assessment**

☒ By checking this box, the school principal certifies that the schoolwide plan was developed based on a comprehensive needs assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who were failing, or were at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency. [ESEA Section 1114\(b\)\(6\)](#)

### **Expectations**

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

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

The administrators, teachers, staff, and community of Winding Creek strive for the success of all students. The data sources for reading and math are Star Early Literacy, Star Reading, Star Math, OSTP, IXL, and Waterford. In addition, teachers use weekly progress monitoring data and unit assessments from district approved curriculum. The previous year's OSTP scores are used to determine grade level needs and additional resources required. Star Reading and Star Math scores are used to guide intervention and instruction. Teachers continually progress monitor at-risk students to ensure student success.



On the **2026 OSTP ELA** the passing rates are as follows:

**ELA OSTP – AT or Above Proficient**

| <b>School Year</b> | <b>3<sup>rd</sup> Grade</b> | <b>4<sup>th</sup> Grade</b> | <b>5<sup>th</sup> Grade</b> | <b>6<sup>th</sup> Grade</b> |
|--------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 2025-2026          | 23%                         | 18%                         | 31%                         | 26%                         |
| 2024-2025          | 26%                         | 21%                         | 34%                         | 28%                         |
| 2023-2024          | 61%                         | 40%                         | 43%                         | 52%                         |
| 2022-2023          | 26%                         | 21%                         | 37%                         | 29%                         |
| 2021-2022          | 45%                         | 32%                         | 30%                         | 37%                         |

On the **2026 OSTP Math** the passing rates are as follows:

**Math OSTP – At or Above Proficient**

| <b>School Year</b> | <b>3<sup>rd</sup> Grade</b> | <b>4<sup>th</sup> Grade</b> | <b>5<sup>th</sup> Grade</b> | <b>6<sup>th</sup> Grade</b> |
|--------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 2025-2026          | 32%                         | 22%                         | 31%                         | 28%                         |
| 2024-2025          | 37%                         | 28%                         | 41%                         | 28%                         |
| 2023-2024          | 42%                         | 41%                         | 53%                         | 50%                         |
| 2022-2023          | 28%                         | 26%                         | 49%                         | 21%                         |
| 2021-2022          | 50%                         | 53%                         | 17%                         | 23%                         |



Administrators and teachers also utilize IXL, Waterford, Star EL/Reading/Math, and AR data and information to determine strengths and needs of students. Data is collected through classroom observations, various assessments, and progress monitoring to determine strengths and weaknesses of students. 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.

Winding Creek serves students in grades K-6 and was established in 1978. Current enrollment is 482 students, 243 males, 50% of the school population and 239 females, 50% of the school population.

### **Student Enrollment by Gender**

| <b>Year</b> | <b>Total Enrollment</b> | <b># Male</b> | <b>% Male</b> | <b># Female</b> | <b>% Female</b> |
|-------------|-------------------------|---------------|---------------|-----------------|-----------------|
| 2025-2026   | 482                     | 243           | 50%           | 239             | 50%             |
| 2024-2025   | 500                     | 268           | 54%           | 270             | 54%             |
| 2023-2024   | 586                     | 305           | 52%           | 281             | 48%             |
| 2022-2023   | 626                     | 321           | 51%           | 305             | 49%             |
| 2021-2022   | 595                     | 311           | 52%           | 284             | 48%             |

69% of our students participate in the free or reduced lunch program. At WC, 100% of students participate in the Title 1 program.

### **Students Eligible for Free and Reduced Lunch Program**

| <b>Year</b> | <b>Number</b> | <b>Percentage of Population</b> |
|-------------|---------------|---------------------------------|
| 2025-2026   | 332           | 69%                             |
| 2024-2025   | 553           | 64.69%                          |
| 2023-2024   | 319           | 57.37%                          |
| 2022-2023   | 355           | 56.7%                           |
| 2021-2022   | 311           | 52.34%                          |



**Students Participating in Title I Programs**

| <b>Year</b> | <b>Program Enrollment</b> | <b>Percent of Population</b> |
|-------------|---------------------------|------------------------------|
| 2025-2026   | 482                       | 100%                         |
| 2024-2025   | 553                       | 100%                         |
| 2023-2024   | 586                       | 100%                         |
| 2022-2023   | 626                       | 100%                         |
| 2021-2022   | 595                       | 100%                         |

The student enrollment by ethnicity is Hispanic/Latino 23%, American Indian or Alaska Native 7%, Asian/Pacific Islander 3%, Black or African American 9%, White 41%, Other 17%.

**Student Enrollment by Ethnicity**

| <b>Year</b> | <b>Total Enrollment</b> | <b>%<br/>Black</b> | <b>%<br/>American Indian</b> | <b>%<br/>Hispanic</b> | <b>%<br/>Asian/Pacific Islander</b> | <b>%<br/>White</b> | <b>%<br/>Other</b> |
|-------------|-------------------------|--------------------|------------------------------|-----------------------|-------------------------------------|--------------------|--------------------|
| 2025-2026   | 482                     | 9%                 | 7%                           | 23%                   | 3%                                  | 41%                | 17%                |
| 2024-2025   | 553                     | 8%                 | 8%                           | 22%                   | 4%                                  | 43%                | 15%                |
| 2023-2024   | 586                     | 13%                | 17%                          | 9%                    | 5%                                  | 56%                | 0%                 |
| 2022-2023   | 626                     | 8%                 | 6%                           | 19%                   | 3%                                  | 47%                | 17%                |
| 2021-2022   | 595                     | 7%                 | 5%                           | 18%                   | 2%                                  | 49%                | 19%                |



Winding Creek has 24 ELL students, 4.7% of the population and 130 special education students, 27% of the population.

**Students Identified as English Language Learners (ELL)**

| Year      | Program Enrollment | Percent of Student Population |
|-----------|--------------------|-------------------------------|
| 2025-2026 | 24                 | 4.7%                          |
| 2024-2025 | 39                 | 7%                            |
| 2023-2024 | 49                 | 8%                            |
| 2022-2023 | 59                 | 9%                            |
| 2021-2022 | 33                 | 6%                            |

Moore Public Schools uses Response to Intervention (RTI) model to provide skill intervention to students who are below grade level in reading and mathematics. Star data is used to identify RTI students. Students who did not score at or above benchmark on Star Early Literacy (EL), Star Reading and Star Math receive RTI interventions. Teachers continually progress monitor at-risk students to ensure student success. Attendance data is monitored and used to identify students and families and encourage regular school attendance. Data is analyzed monthly through collaborative conversations by administrators, teachers, the reading specialist, and school psychologist, and is shared with stakeholders when appropriate. Winding Creek's overall performance on the State Report Card is 59% (C).

Teachers, parents, and students are asked to evaluate our Title 1 program and all that it provides through surveys online and in paper format. The parent surveys indicated that the majority of parents and families are satisfied with the Title 1 Program at Winding Creek and believe that our Parent Involvement events are successful. The teacher surveys indicated that the Title 1 Program is effective, and they have seen improvements in students who attend Title 1. The majority of teachers feel that both pull-out and push-in tutoring work well with their schedules. In the future, the majority of teachers indicated that they would like more training for RTI in both math and reading. The student surveys indicated that students in grades K-6<sup>th</sup> enjoy using the various technologies and computer programs at Winding Creek, such as IXL, Waterford, Math Seeds and MathFactLab, Inc. They enjoy work stations/centers and enjoy learning math. The majority of students enjoy the library lessons at Winding Creek and enjoy Accelerated Reader. Pulling Title 1 students in Kindergarten through 2<sup>nd</sup> grade, and our Title 1 tutors working with students in third grade through sixth grade, worked well this year. Through Title 1 funds, purchasing reading and math materials, along with purchasing Math Seeds and MathFactLab, Inc. Math Fact Fluency Programs and BrainPop, allowed for hands-on learning and additional technology support for students and teachers. According to our parent survey, our Title 1 Program should focus on reading for the next school year, then focus on math and technology.



According to parent, teacher and student surveys conducted in February 2026 and student assessment data, reading, math, and technology will be our focus for the 2026-2027 school year. Our Title 1 program/tutors, Parent Involvement Events, along with technology purchases are strengths at Winding Creek. Additional technology, professional development, and hands-on math materials are needed.

The reading and math goal for the 2026-2027 school year is the percentage of students scoring at or above benchmark on the Star EL/Star Reading and Star Math Assessments will increase by 7% from the beginning of the year assessment to the end of the year assessment. Extra support will be provided for any grade levels not meeting goals. The technology goal will be to increase and improve technology in relation to reading and math. This goal will be met by purchasing a Math Fact Fluency Program for fourth through sixth grades, and a friendlier math fact program for grades first through third.

Kindergarten and Third Grade met their reading goals of increasing their scores 7% or more. First, Second, Fourth, Fifth and Sixth Grades did not meet their reading goals. Second, Third, and Fifth Grades met their math goals of increasing their scores 7% or more. Fourth and Sixth Grades did not meet their math goals. The technology goal was met by purchasing Math Seed and MathFactLab, Inc. Math Fact Fluency subscriptions for First through Sixth grades, and BrainPop for all grade levels.

Winding Creek will conduct monthly RTI meetings with administrators, teachers, and staff to analyze assessment data for growth and areas of need, discuss classroom performance and observations. We will use data to drive our instruction and intervention. We will work with parents as academic partners through Title 1 events, parent/teacher conferences, informational meetings, and PCAC meetings. Winding Creek will strive to meet the needs of at-risk, as well as all students.



### **3. Schoolwide Plan Strategies**

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

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

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

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

### **Expectations**

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need and address the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.



**Addressing the above expectations, describe in the box below the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the comprehensive needs assessment and the site budget.**

Winding Creek's educational strategies provide a detailed, enriched, and accelerated curriculum for all students. Curriculum and district committees are formed to evaluate and vote on which curriculum to adopt for our district. Curriculum programs that have been adopted include evidence-based strategies on multi-tiered levels. These strategies are proven effective through data obtained in curriculum embedded assessments, STAR and OSTP scores. Curriculum is only adopted if it is in alignment with Oklahoma Academic Standards. Teachers use the scope and sequence provided with the curriculum and pacing calendars provided by our district curriculum department to plan instruction. Research-based and evidence-based textbooks and curriculum materials selected for all core instruction are purchased based on the objectives being met in the published materials. This curriculum provides for enrichment of high achieving students as well as remediation for at-risk students, from all subgroups according to their needs. 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, our district offers summer school opportunities for qualifying individuals in grades K-3. Outside services that benefit achieving state standards include grants, community partnerships, volunteers, and tutors help improve academic achievement district wide. Our Science, technology, engineering, art and math program, (STEAM), began in 2019-2020 for all elementary students. This program is process-based learning which involves critical thinking and deep questioning. It provides relevant learning that enriches the education of all students. Honors classes are offered at the Junior High level to challenge and enrich high achieving students. AP classes and concurrent enrollment are offered to high school students.

Winding Creek provides multiple opportunities and evidence-based interventions for students in need. Title 1 funds are spent on supplemental materials to target the core standards in Reading, Language Arts, Writing, and Mathematics. Title 1 also provides funds to hire highly qualified certified teachers for Title 1 tutors. These tutors use evidence-based interventions, one-on-one or in small group settings, with at-risk students. Title 1 funds are spent on Parent Involvement Events to develop parents as academic partners, communication with parents, training opportunities for parents and parenting skills. 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. Teachers work with small groups of students for intervention based on behavioral and academic data. Student data is collected through benchmark testing, weekly progress monitoring, and teacher observations. Students are monitored and evaluated for these interventions based on formal and informal assessments. Data is tracked through the RTI process and timely intervention occurs for students who are not performing at a proficient level. Through this process, outcomes are improved for at-risk students. Data from Star EL/Star Reading and Star Math, IXL, Waterford, progress monitoring, and OSTP is analyzed to determine student growth and achievement. Data driven decisions take



place before students are dismissed from supplemental programs such as Title 1, ELL, Speech, and Special Education.

Timely, effective, and additional assistance is provided for students experiencing difficulty mastering the state's standards. MPS participates in child-find. This program identifies students as young as three years of age, in the community, who might need special education services, including but not limited to speech, occupational therapy and physical therapy. We use the Response to Intervention Model (RTI) to provide skill-based intervention for students below level in Reading/ELA and Math. Title 1 services are provided for students not scoring at or above benchmark on Star EL/Star Reading and Star Math, do not score proficient or above on OSTP or through teacher recommendation. ACT preparation and college counseling are offered at the high school level to help students be successful.

Winding Creek uses the RTI model, a tiered model, with clear criteria and processes for student participation to prevent and address behavior problems and provide early intervention. Our Response to Intervention (RTI) Model is a multi-tiered approach to identify and address behavioral needs. MPS has a mental health team which consists of one therapist who works with students at school when parents/guardians cannot access outside resources.

Winding Creek uses the RTI 4x4 Model which provides clear criteria and processes for making decisions regarding the level and length of student participation in tiered supports. This model has three tiers. Tier 1 is where solid classroom instruction takes place with researched/evidence-based instruction and curriculum. At tier 2, students receive small group intervention in the classroom, as well as, attending Title 1. At tier 3, instruction with increased intensity continues and the testing process begins for students showing no growth. The 4 x 4 rules are: four intervention sessions take place before progress monitoring. Four data points above or below the goal line before intervention changes. With the RTI 4 x 4 Model, the most critical skill is identified and continued until mastery. The student achieves four progress monitoring scores above the aim line. The progress monitoring tool must match the skill.

Winding Creek offers a range of extended learning opportunities within and beyond the school day and the school year. Our district offers summer school opportunities for students in grades K-3. Summer School helps students retain what was learned or gained throughout the school year and helps expand learning. Student Council is another opportunity for fourth, fifth and sixth grade students. Sixth grade students also participate in Junior Patrol before and after school. Students have access to MyOn, an online library system. They are able to access this online library from home during the school year and during the summer. Students also can access the IXL and Waterford Programs. These programs help to build reading, language arts, and math skills. Students also participate in the Leader in Me Program that aims to develop and teach integral character-building skills and allow students to take on leadership roles throughout the school.

Professional development is offered for teachers, paraprofessionals, and other school personnel. It improves instruction and the use of data from academic assessments. A yearly professional development plan has been developed at the district level as well as the site. The data sources used to indicate the needs for chosen professional development are: STAR, OSTP, subject area tests, Individualized Education Plans, teacher surveys, benchmark data, and district requirements. These data sources will drive the needs for professional development throughout the year. All professional development opportunities are aligned with the goals of the Schoolwide/School Improvement Plan. Teachers are encouraged to share professional development



learned with others on their team and with the faculty. They can be provided with a substitute and release time to attend professional development off site and are sometimes provided a stipend to attend in district professional development. Implementation of learned strategies is monitored by site principal and the reading specialist/literacy coach through classroom observation and walkthroughs, periodic data meetings, mentor teachers, and overall student achievement. At the site and district level, teachers are supported and encouraged to facilitate professional development for other teachers to show what they have learned. Professional Development opportunities include Teachers Need Teachers Day, Site Improvement Day, and various math and reading workshops to improve reading and math instruction. Vertical team meetings, grade level meetings (weekly), and RTI meetings (monthly) are held. These meetings allow teachers to collaborate and plan for individual student needs as well as grade level success. Teachers were given the opportunity to participate in LETRS, Heggerty, Secret Stories (Phonics), Moore PMS RTI training, and a Math Facts Program training. These phonemic awareness, phonics, and math trainings will improve teaching and students foundational reading and math skills will improve. Student growth and achievement will take place as a result of these trainings. 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. Decisions for professional development are driven by subject area data and student needs based off of 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. Specific plans and strategies for dynamic instruction and student achievement are taught and addressed through professional development. This directly improves instruction and student achievement.

The process for ensuring instruction to be delivered by Qualified Teachers begins with the interview process that focuses on skills needed for specific grade levels and content areas. The district does provide a monetary incentive of steps on a salary scale for teachers that achieve higher degrees and for years of experience. Moore Public Schools is committed to providing highly qualified instruction for all students, in all content areas. Professional Development is aligned with the TLE model and the OSDE guidelines. Staff development opportunities are offered throughout the district during the year. Teachers choose various workshops that are specific to their content needs in conjunction with the required yearly points/sessions. These workshops provide instruction and enrichment for both the teachers and paraprofessionals to continue to instruct at the highly qualified level. Organic conversations continue, evolve, and develop throughout the year about instruction and reading, math, and technology goals. These conversations lead to Title 1 funds being utilized to attend specific professional developments when request is made and aligned with highly qualified goals and site focus goals. The Moore District has procedures in place to ensure the hiring of highly qualified teachers that meet the qualifications for vacant positions.



**4. Coordination and Integration**

**Select only one box.**

☒ By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other federal, state, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided (in project 511). [ESEA Section 1114\(b\)\(5\)](#)

**OR**

☐ By checking this box, the school principal certifies that, if state, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESEA Section 1114\(b\)\(7\)\(B\)](#)

**Expectations**

1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.

**Addressing the above expectations, describe in the box below the ways in which funds (e.g., Title III, Part A, donations, competitive grants) are to be braided in the Title I schoolwide program.**

Title 1 funds at Winding Creek are used to improve student learning and outcomes. Title 1 conducts surveys each spring semester for teachers, staff, students, and parents to determine the needs for the next school year. Title 1 funding pays for a Reading Specialist, Title 1 Assistant and tutors, hands-on learning materials, and technology. These purchases and expenditures are based on the state standards and meeting the school goals. The Title 1 Reading Specialist, the Title 1 Assistant, and Title 1 tutors work with students in grades K-6. Students are identified by StarEL/Star Reading and Star Math, OSTP, and teacher recommendation. Students attend intervention tutoring during the school day, but not during direct instruction from core curriculum. Title 1 services allow for individual and/or small group intervention; focuses intense instruction on specific skills in relation to math and reading. It allows for re-teaching and practice at a slower pace until mastery is reached. This intervention takes place in small flexible groups with the focus being on remediating the students' reading and/or math skills and preparing them for the OSTP assessment. Intervention is based on hands-on learning in an effort to teach students skills and strategies to improve test taking and remediate skills.

The IXL and Waterford Reading and Math programs allow students in grades K-6 to review and develop reading and math skills. Students' progress through levels as each skill is mastered. Computer generated reports can be printed allowing teachers to track and make accommodations for their students. These reports show areas where re-teaching is necessary. This helps students build skills necessary for meeting benchmark. Hands-on learning materials are purchased to allow for student engagement and to motivate students to become actively involved in the learning experience. These materials promote higher-level thinking skills and encourage students to manipulate and experiment with learning in reading and math. The purchase of technology allows our teachers to have a wider variety of resources to use when teaching and reviewing reading and math skills and concepts. Using technology also allows teachers to engage students for longer



periods of time and present information in a new and exciting way. Students are able to access our computer reading and math programs, educational apps, and programs to remediate and extend learning. Technology provides additional ways to help students meet goals on the OSTP and Star EL/Star Reading and Math. Instruction is focused on the Oklahoma State Standards objectives.

Textbooks purchased are aligned with these objectives. Teachers examine textbooks and instructional materials to be used for core instruction. The district makes the final determination for textbook purchases. Interventions are provided for students not benchmarking, RTI, small group instruction and/or an assistance program. Classroom teachers, special education teachers, the Guidance Counselor, Speech and Language Pathologists, ELL teacher, Indian tutor, and the Title I teacher administer and analyze assessments in order to identify the needs of our students. Then, these groups work closely together to coordinate schedules, identify strengths and weaknesses, and match instructional approaches so that the needs of all the students can be met in the least restrictive environment. Some of these services employ the use of tutors and/or paraprofessionals to implement intervention strategies. All certified staff and paraprofessionals are encouraged to attend the staff development provided by the district and/or site. The above-mentioned programs all focus on improving the students' learning ability in order to increase the students' knowledge and skills.

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 to provide families with education and support before their child even begins school. Once a child begins school, any need that is identified is quickly addressed by either Title I, ELL, Indian Education, Speech, and/or Special Education; in addition to other programs that are available within the district depending on the student's needs and qualifications. We see it as our duty to ensure that all students' needs are being met. We have implemented social and emotional programs at all our elementary, junior high, and high schools through our school counselors and licensed professional counselors and we work to identify any student who might 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 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 funds 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.

### **5. Evaluation and Plan Revision**

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

#### **Expectations**

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

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

Winding Creek leadership regularly monitors and adjusts implementation of the Title 1 Schoolwide Plan. In the fall of every school year, Winding Creek conducts a Fall Site-Base Meeting. The principal, assistant principal, teachers, staff, Title 1 administration, and parents attend. The Title 1 program is reviewed at this meeting. What grades will be serviced, hiring of tutors, and the subjects being addressed by the Title 1 program are discussed. We review the Parent Involvement budget and review Parent Involvement events planned for the school year. We take a look at how the Title 1 budget will be spent. Reading, math and technology goals are reviewed. In the spring, a needs assessment is completed by teachers, staff, parents and students. At the Spring Site-Base Meeting, the Title 1 program is reviewed as part of the process to determine if goals have been met. We take a look at what worked well, what did not work, and what the Title 1 main focus for the next school year will be. We review the Title 1 Parent Involvement Events and consider ways to increase parental involvement for the next school year. We review the budget for the current school year and look at how funds were spent to promote student learning in ELA, mathematics, and technology. Results from the needs assessment are analyzed. These results help to determine if the Title 1 program has met the goals. We review OSTP results, State A-F Report Card, Star and IXL/Waterford data. This committee reviews professional development offered and completed by teachers and staff. The Compact for



the next school year is reviewed. The Parent Involvement Plan for the upcoming school year is approved and signed. With this information, we determine if the program was implemented with high quality.

The process data sources for reading and math include Star Early Literacy (EL), Star Reading and Star Math, OSTP, and IXL or Waterford. Teachers also use weekly progress monitoring data and unit assessments from district approved curriculum. Data is collected through classroom observations, various assessments, and progress monitoring to determine areas of strengths and weaknesses. 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. Needs Assessment data, which is collected every spring through Parent, teacher, staff, and student surveys is reviewed to help determine necessary adjustments and changes to goals. Demographic data is used to determine strengths and weaknesses of subgroups. Information gained from this data provides ELL students with extra support from the ELL teacher as well as the classroom teacher. Native American students receive additional support from our Indian tutoring program. Students identified in our Special Education Program receive support from special education teachers as well as classroom teachers. These data sources are reviewed and updated every fall and spring. Our plan is updated to reflect the necessary changes in data. When data shows that goals have been met by grade-levels for Reading/ELA and/or mathematics, the goals are adjusted.

Interim and summative assessment data is regularly analyzed to evaluate instructional practices, identify patterns of student growth, achievement, and growth gaps in classrooms, grade levels and content areas. In September of each school year, teachers and administrators meet together for an in-service day to analyze data and instructional practices. OSTP results and Star Reading and Math data is analyzed to determine areas of strength and weaknesses. The data is also used to determine the best instructional practices to promote student achievement, growth and fill in growth gaps. RTI meetings are held monthly and attended by administrators, teachers, staff, the Reading Specialist, and School Psychologist. The purpose of these meetings is to review student work, analyze student assessments, and discuss student progress. The team works together to reflect on appropriate instruction and next steps to best meet the needs of each student. 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. Grade level and vertical team meetings are held to analyze collected data, create plans for instruction and intervention. At these meetings, the focus is on student achievement data, growth, changes in growth gaps across classrooms, grade levels, and content area.