



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.

08/21/2026

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

| District Information |                                |
|----------------------|--------------------------------|
| District Name:       | Moore Public Schools           |
| District Number:     | I-002                          |
| County Name:         | Cleveland                      |
| County Number:       | 14                             |
| Superintendent Name: | Robert Romines                 |
| Email Address:       | robertromines@mooreschools.com |

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

| School Information    |                                                                                |
|-----------------------|--------------------------------------------------------------------------------|
| School Name:          | Kelley Elementary School                                                       |
| School Site Code:     | 108                                                                            |
| Principal Name:       | Deanne Pence                                                                   |
| Email Address:        | <a href="mailto:deannepence@mooreschools.com">deannepence@mooreschools.com</a> |
| *School Poverty Rate: | 83%                                                                            |

\*Required for the school to report. Please consult with district personnel regarding the rate reported in the Consolidated Application (Grants Management System).

### Instructions

The template is composed of five sections. Each section has three parts.

- The first part outlines the relevant passages in ESEA and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part describes the expectations for the narratives.
- The third part is a text box where the narrative responses are to be entered. There is no word or character limit, and the text box will expand.



**1. Parent and Community Stakeholder Involvement**

☒ By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESEA Section 1114\(b\)\(2\)](#)
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESEA Section 1114\(b\)\(4\)](#)
- the school meets the requirements of Section 1116 of ESEA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESEA Section 1116 \(b-g\)](#)

**Expectations**

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

**Addressing the above expectations, describe in the box below the strategies to increase family and community stakeholder involvement.**

Kelley Elementary's teachers and staff are dedicated to fostering parental involvement in their children's education. Utilizing Title I funds, parents are provided with opportunities to participate in informational meetings and events aimed at equipping them with strategies to enhance their students' academic performance.

Each year, Kelley forms a committee comprising teachers, staff, an administrator, and parents, known as the Parent Community Advisory Council (PCAC). The committee's objective is to bolster parental involvement within our school community. It convenes at least once per semester to discuss and plan upcoming parent involvement activities and assess the efficacy of the Title I program. Feedback from parents is pivotal in our decision-making process as a committee, which we gather through our annual spring survey and event evaluations that occur after each parent involvement event.



An annual parent informational meeting is held to acquaint parents with Title I and the services provided to our school and students. Teachers, parents, and students are invited to assess our Title I program and its offerings through online and paper surveys administered in the spring. Documentation of these surveys and their outcomes is maintained by the on-site Title I Reading Specialist in the Title I annual documentation file. At the onset of each school year, Title I pamphlets, our annual Title I Compact, our District and Site Parent Involvement Policies, and our Parents' Right to Know policy are distributed. These documents undergo review every spring and are endorsed for distribution in the subsequent year by the school's Title I Committee. Oversight of these policies is handled by the on-site Title I Reading Specialist, and copies are archived in the Title I annual documentation file.

Parent involvement activities are publicized through various channels including notes sent home, reminder stickers, emails, the school marquee, Parent Square, posters, school and district websites, and communication apps. These notices and invitations are dispersed well in advance and events are scheduled at different times to accommodate the participation of all parents.

Our school Title I committee collaborates with our active PTA, Media Specialist, STEAM teacher, and grade levels to offer a diverse array of activities and engaging themes, and to determine how our parent involvement funds will be used for these purposes. Cross-school partnerships enable us to design events that are not only meaningful to our parents but also thoughtful and dynamic. Our events include Kindergarten Roundup, Back to School Night, Bingo for Books, Math Night, Mystery Genre Night, author visits, and Kelley Bedtime Stories.

Our mission statement: Kelley students will practice character, academic excellence, respect and empathy throughout our school community. Kelley Elementary strives to instill in each student a personal vision of great expectations through a daily journey of excellent education. Every student is afforded opportunities to develop basic skills, positive habits, and attitudes associated with responsible citizenship. Learning experiences tailored to each student facilitate the attainment of individual academic excellence, encourage creative potential, and foster cultural awareness. With the concerted efforts of Kelley administrators, teachers, parents, staff, community members, and students, these aspirations can be realized.

Moore Public Schools has engaged Multilingual Communications Services to provide on-site translation services when communicating with non-English speaking families becomes necessary. This translation service can translate the Title I Schoolwide Plan into any requested language for all stakeholders. Appointments for language-specific translators are arranged either at the school site or the Moore Public Schools Administration Service Center through the district's Student Services Department. The Title Schoolwide Plan is accessible electronically (as a PDF or a Word Document) on the school's Title I webpage and is also available in print in the school's Title I Public File. Additionally, parents and community stakeholders may request an email or printed copy at their convenience.



## **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.**

OSTP, STAR EL/STAR:

The planning team gathers and organizes data related to the focus areas of reading and math. The previous years' OSTP scores are used to determine grade level needs and additional resources required for both reading and math. This data is used in conjunction with the STAR EL and STAR Reading and Math data to determine individual student needs.



Group Summary: Performance Levels: OSTP, Moore (14I002), 2026, Grade 03, Final

| Group          | Subject                  | Administration | Valid N | % in Each Reporting Category Performance Level |                      |                        |
|----------------|--------------------------|----------------|---------|------------------------------------------------|----------------------|------------------------|
|                |                          |                |         | Approaching Expectations                       | Near/At Expectations | Achieving Expectations |
|                |                          |                |         | %                                              | %                    | %                      |
| Moore (14I002) | Reading/Writing Process  | 2026           | 1,559   | 55                                             | 26                   | 19                     |
| Moore (14I002) | Critical Reading/Writing | 2026           | 1,559   | 55                                             | 29                   | 16                     |
| Moore (14I002) | Vocabulary               | 2026           | 1,559   | 55                                             | 27                   | 18                     |
| Moore (14I002) | Language                 | 2026           | 1,559   | 64                                             | 22                   | 14                     |
| Moore (14I002) | Research                 | 2026           | 1,559   | 55                                             | 24                   | 21                     |
| Moore (14I002) | Number & Operations      | 2026           | 1,558   | 46                                             | 27                   | 27                     |
| Moore (14I002) | Algebraic Reasoning      | 2026           | 1,558   | 40                                             | 43                   | 17                     |
| Moore (14I002) | Geometry & Measurement   | 2026           | 1,558   | 51                                             | 26                   | 24                     |
| Moore (14I002) | Functions                | 2026           | 1,558   | 46                                             | 30                   | 24                     |

Group Summary: Performance Levels: OSTP, Moore (14I002), 2026, Grade 04, Final

| Group          | Subject                  | Administration | Total N | Valid N | Mean OPI | % in Each Performance Level |       |            |          | % in Each Reporting Category Performance Level |                      |                        |
|----------------|--------------------------|----------------|---------|---------|----------|-----------------------------|-------|------------|----------|------------------------------------------------|----------------------|------------------------|
|                |                          |                |         |         |          | Below Basic                 | Basic | Proficient | Advanced | Approaching Expectations                       | Near/At Expectations | Achieving Expectations |
|                |                          |                |         |         |          | %                           | %     | %          | %        | %                                              | %                    | %                      |
| Moore (14I002) | ELA                      | 2026           | 1,653   | 1,651   | 281      | 38                          | 36    | 24         | 2        |                                                |                      |                        |
| Moore (14I002) | Mathematics              | 2026           | 1,654   | 1,652   | 291      | 27                          | 34    | 23         | 15       |                                                |                      |                        |
| Moore (14I002) | Reading/Writing Process  | 2026           |         | 1,651   |          |                             |       |            |          | 60                                             | 28                   | 13                     |
| Moore (14I002) | Critical Reading/Writing | 2026           |         | 1,651   |          |                             |       |            |          | 59                                             | 27                   | 15                     |
| Moore (14I002) | Vocabulary               | 2026           |         | 1,651   |          |                             |       |            |          | 60                                             | 23                   | 17                     |
| Moore (14I002) | Language                 | 2026           |         | 1,651   |          |                             |       |            |          | 63                                             | 22                   | 14                     |
| Moore (14I002) | Research                 | 2026           |         | 1,651   |          |                             |       |            |          | 64                                             | 18                   | 18                     |
| Moore (14I002) | Number & Operations      | 2026           |         | 1,652   |          |                             |       |            |          | 49                                             | 24                   | 27                     |
| Moore (14I002) | Algebraic Reasoning      | 2026           |         | 1,652   |          |                             |       |            |          | 44                                             | 34                   | 22                     |
| Moore (14I002) | Geometry & Measurement   | 2026           |         | 1,652   |          |                             |       |            |          | 49                                             | 26                   | 25                     |
| Moore (14I002) | Functions                | 2026           |         | 1,652   |          |                             |       |            |          | 44                                             | 37                   | 18                     |



**Group Summary: Performance Levels: OSTP, Moore (14I002), 2026, Grade 05, Final**

| Group          | Subject                  | Administration | Total N | Valid N | Mean OPI | % in Each Performance Level |       |            |          | % in Each Reporting Category Performance Level |                      |                        |
|----------------|--------------------------|----------------|---------|---------|----------|-----------------------------|-------|------------|----------|------------------------------------------------|----------------------|------------------------|
|                |                          |                |         |         |          | Below Basic                 | Basic | Proficient | Advanced | Approaching Expectations                       | Near/At Expectations | Achieving Expectations |
|                |                          |                |         |         |          | %                           | %     | %          | %        | %                                              | %                    | %                      |
| Moore (14I002) | ELA                      | 2026           | 1,719   | 1,712   | 287      | 26                          | 42    | 25         | 8        |                                                |                      |                        |
| Moore (14I002) | Mathematics              | 2026           | 1,719   | 1,714   | 287      | 24                          | 42    | 22         | 12       |                                                |                      |                        |
| Moore (14I002) | Science                  | 2026           | 1,719   | 1,713   | 295      | 21                          | 37    | 33         | 9        |                                                |                      |                        |
| Moore (14I002) | Reading/Writing Process  | 2026           |         | 1,712   |          |                             |       |            |          | 51                                             | 28                   | 21                     |
| Moore (14I002) | Critical Reading/Writing | 2026           |         | 1,712   |          |                             |       |            |          | 49                                             | 32                   | 19                     |
| Moore (14I002) | Vocabulary               | 2026           |         | 1,712   |          |                             |       |            |          | 49                                             | 24                   | 27                     |
| Moore (14I002) | Language                 | 2026           |         | 1,712   |          |                             |       |            |          | 46                                             | 0                    | 54                     |
| Moore (14I002) | Research                 | 2026           |         | 1,712   |          |                             |       |            |          | 55                                             | 24                   | 21                     |
| Moore (14I002) | Writing Composite Score  | 2026           |         | 1,712   |          |                             |       |            |          | 75                                             | 17                   | 8                      |
| Moore (14I002) | Number & Operations      | 2026           |         | 1,714   |          |                             |       |            |          | 52                                             | 26                   | 22                     |
| Moore (14I002) | Algebraic Reasoning      | 2026           |         | 1,714   |          |                             |       |            |          | 58                                             | 24                   | 18                     |
| Moore (14I002) | Geometry & Measurement   | 2026           |         | 1,714   |          |                             |       |            |          | 55                                             | 22                   | 22                     |
| Moore (14I002) | Functions                | 2026           |         | 1,714   |          |                             |       |            |          | 55                                             | 27                   | 18                     |
| Moore (14I002) | Physical Science         | 2026           |         | 1,713   |          |                             |       |            |          | 43                                             | 33                   | 24                     |
| Moore (14I002) | Life Science             | 2026           |         | 1,713   |          |                             |       |            |          | 42                                             | 29                   | 29                     |
| Moore (14I002) | Earth & Space Science    | 2026           |         | 1,713   |          |                             |       |            |          | 43                                             | 29                   | 28                     |

**Group Summary: Performance Levels: OSTP, Moore (14I002), 2026, Grade 06, Final**

| Group          | Subject                  | Administration | Total N | Valid N | Mean OPI | % in Each Performance Level |       |            |          | % in Each Reporting Category Performance Level |                      |                        |
|----------------|--------------------------|----------------|---------|---------|----------|-----------------------------|-------|------------|----------|------------------------------------------------|----------------------|------------------------|
|                |                          |                |         |         |          | Below Basic                 | Basic | Proficient | Advanced | Approaching Expectations                       | Near/At Expectations | Achieving Expectations |
|                |                          |                |         |         |          | %                           | %     | %          | %        | %                                              | %                    | %                      |
| Moore (14I002) | ELA                      | 2026           | 1,779   | 1,772   | 288      | 23                          | 42    | 29         | 6        |                                                |                      |                        |
| Moore (14I002) | Mathematics              | 2026           | 1,776   | 1,773   | 288      | 25                          | 40    | 26         | 8        |                                                |                      |                        |
| Moore (14I002) | Reading/Writing Process  | 2026           |         | 1,772   |          |                             |       |            |          | 49                                             | 30                   | 21                     |
| Moore (14I002) | Critical Reading/Writing | 2026           |         | 1,772   |          |                             |       |            |          | 51                                             | 27                   | 21                     |
| Moore (14I002) | Vocabulary               | 2026           |         | 1,772   |          |                             |       |            |          | 48                                             | 30                   | 22                     |
| Moore (14I002) | Language                 | 2026           |         | 1,772   |          |                             |       |            |          | 54                                             | 29                   | 16                     |
| Moore (14I002) | Research                 | 2026           |         | 1,772   |          |                             |       |            |          | 46                                             | 34                   | 21                     |
| Moore (14I002) | Number & Operations      | 2026           |         | 1,773   |          |                             |       |            |          | 55                                             | 23                   | 22                     |
| Moore (14I002) | Algebraic Reasoning      | 2026           |         | 1,773   |          |                             |       |            |          | 50                                             | 26                   | 22                     |
| Moore (14I002) | Geometry & Measurement   | 2026           |         | 1,773   |          |                             |       |            |          | 58                                             | 21                   | 22                     |
| Moore (14I002) | Functions                | 2026           |         | 1,773   |          |                             |       |            |          | 55                                             | 27                   | 17                     |



STAR Reading 2025-26

January Benchmark

|                     |                                |
|---------------------|--------------------------------|
|                     | Benchmark 1 25-26 <sup>↑</sup> |
| Overall - 1st Grade |                                |
| Overall - 2nd Grade | 65.5%                          |
| Overall - 3rd Grade | 58.3%                          |
| Overall - 4th Grade | 62.5%                          |
| Overall - 5th Grade | 54.4%                          |
| Overall - 6th Grade | 61%                            |

Spring 2026: Comparison of Benchmark 1 to Benchmark 4 for the 2025-26 school year

School

**Kelley**

| Grade   | Star Reading Enterprise       |             | Star Early Literacy           |             |
|---------|-------------------------------|-------------|-------------------------------|-------------|
|         | PR Proficiency - At/Above: 40 |             | PR Proficiency - At/Above: 40 |             |
|         | Benchmark 1                   | Benchmark 4 | Benchmark 1                   | Benchmark 4 |
| K       | -                             | -           | 20                            | 29          |
| 1       | -                             | 20          | 29                            | 29          |
| 2       | 19                            | 20          | 1                             | 0           |
| 3       | 20                            | 21          | 1                             | -           |
| 4       | 27                            | 28          | -                             | -           |
| 5       | 31                            | 29          | -                             | -           |
| 6       | 26                            | 24          | -                             | -           |
| Summary | 118                           | 137         | 51                            | 58          |



STAR Math 2025-26

January Benchmark

Benchmark 1 25-26

|                     |       |
|---------------------|-------|
| Overall - 2nd Grade | 50%   |
| Overall - 3rd Grade | 48.6% |
| Overall - 4th Grade | 55%   |
| Overall - 5th Grade | 57.9% |
| Overall - 6th Grade | 61%   |

Spring 2026: Comparison of Benchmark 1 to Benchmark 4 for the 2025-26 school year

School

**Kelley**

| Grade   | Star Math Enterprise          |             |
|---------|-------------------------------|-------------|
|         | PR Proficiency - At/Above: 40 |             |
|         | Benchmark 1                   | Benchmark 4 |
| K       | -                             | -           |
| 1       | -                             | -           |
| 2       | 15                            | 13          |
| 3       | 17                            | 23          |
| 4       | 25                            | 24          |
| 5       | 33                            | 41          |
| 6       | 26                            | 27          |
| Summary | 111                           | 123         |



**Kelley's 2025-2026 Data profile is as follows:**

**Title I Data Profile  
2025-2026**

**Site:** Kelley Elementary

**Student Enrollment by Gender**

| Year      | Total Enrollment | # Male | % Male | # Female | % Female |
|-----------|------------------|--------|--------|----------|----------|
| 2025-2026 | 281              | 145    | 52%    | 136      | 48%      |

**Student Enrollment by Ethnicity**

| Year      | Total Enrollment | # Black | % Black | # American Indian | % American Indian | # Hispanic | % Hispanic | # Asian/Pacific Islander | % Asian/Pacific Islander | # White | % White | # Other | % Other |
|-----------|------------------|---------|---------|-------------------|-------------------|------------|------------|--------------------------|--------------------------|---------|---------|---------|---------|
| 2025-2026 | 281              | 7       | 2%      | 8                 | 3%                | 117        | 42%        | 1                        | 0%                       | 96      | 34%     | 52      | 19%     |

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

| Year      | Number | Percentage of Population |
|-----------|--------|--------------------------|
| 2025-2026 | 234    | 83%                      |

**Students Participating in Title I Programs**

| Year      | Program Enrollment | Percentage of Population |
|-----------|--------------------|--------------------------|
| 2025-2026 | 281                | 100%                     |

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

| Year      | Program Enrollment | Percentage of Population |
|-----------|--------------------|--------------------------|
| 2025-2026 | 28                 | 9.1%                     |



**Oklahoma School Report Card**

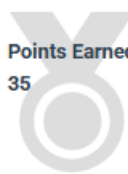
The Oklahoma School Report Card provides data indicating how well schools are performing compared to other schools in their district and state. There are four indicators listed on the report card: Academic Achievement, Academic Growth, English Language Proficiency Progress and Chronic Absenteeism. There is also an overall score provided. The scores in each indicator for the 2024-25 (the most current at the time of this document) school year at Kelley are as follows:

**ACADEMIC ACHIEVEMENT**

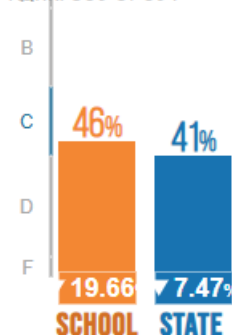
**C**

At this school, students earned 46% of points possible for proficiency and target based performance.

Points Earned: 15.94 of 35



Elementary School  
Rank: 369 of 691



**ACADEMIC GROWTH**

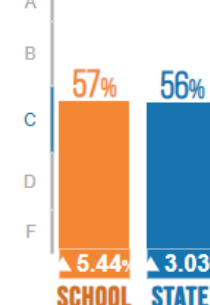
**C**

At this school, students earned 57% of points possible for yearly progress on Math and ELA assessments.

Points Earned: 17.18 of 30



Elementary School  
Rank: 295 of 690



**CHRONIC ABSENTEEISM**

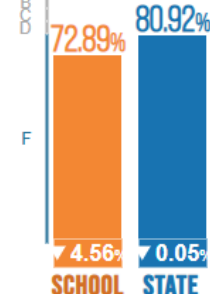
**F**

At this school, 72.89% of students were in good attendance.

Points Earned: 0 of 10



Elementary School  
Rank: 604 of 693

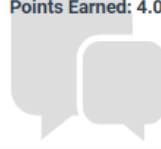


**ENGLISH LANGUAGE  
PROFICIENCY PROGRESS**

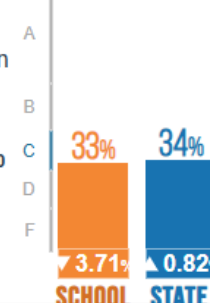
**C**

At this school, 33% of English learners are meeting their language-acquisition targets.

Points Earned: 4.09 of 10



Elementary School  
Rank: 352 of 563



**OVERALL**

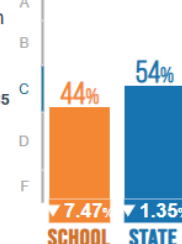
**C**

At this school, students earned 44% of possible points on all indicators.

Points Earned: 37.21 of 85



Elementary School  
Rank: 427 of 693





The 2024-2025 Report Card indicates that Kelley Elementary has surpassed the state average in the Academic Achievement and Academic Growth indicators. At the beginning of the 2025-26 school year, as a staff, Kelley Elementary decided to target improving our scores in attendance and chronic absenteeism. Throughout the school year, we maintained 90% or higher attendance. We saw an improvement in our individual students who are classified as “chronically absent,” and expect to see an improvement in the 2025-26 report card.

Moore Public Schools employs the Response to Intervention (RTI) model to provide targeted intervention in Reading and Mathematics for students below grade level. Data-driven instructional decisions are made for whole classes, small groups, and individuals, aligning with proficiency goals outlined in the Oklahoma Academic Standards. The Kelley RTI team comprises the principal, counselor, resource teachers, classroom teachers, and the clinical psychometrist. The RTI program operates across four tiers, tailored to individual student needs and progression towards proficiency.

- Tier 1 is learning within the regular classroom, featuring a research-based curriculum where students perform at grade level.
- In Tier 2, students scoring below the 40th Percentile and/or failing to meet the benchmark qualify for Title 1 services. They receive additional instruction two to four times a week from the Title 1 reading specialist, alongside small group sessions with the classroom teacher. Following screening with district-provided tools targeting specific skill deficits, teachers commence progress monitoring until students meet the benchmark.
- Tier 3 involves more frequent, intensive, and individualized intervention for students not progressing as expected in Tier 2. These students are now under consideration for Special Education, with documentation managed and reported by the classroom teacher. Students who are tested and do not qualify for Special Education Services may stay at this level for a lengthy period of time.
- Tier 4 signifies Special Education, where students have an Individualized Education Program (IEP) tailored to their specific skill needs. While sometimes integrated into regular classrooms, students receive specialized interventions from a Special Education teacher as required.

Perception data, gathered through parent, teacher, and student surveys, informs the Title 1 committee's decisions regarding program effectiveness and areas for improvement. Kelley Elementary utilizes two types of surveys: event surveys, administered after parent involvement events to assess satisfaction and gather feedback, and Needs Assessment surveys, distributed annually to solicit input for program development and adjustment.

- Event Surveys: This survey is filled out by anyone who attends a parent involvement event. They are short and anonymous, and are designed to inform the Title 1 Committee if the event was informative, enjoyable and worth the time and effort the family spent attending the event. These surveys have been very helpful in developing our parent involvement program and improving attendance at our events.
- Needs Assessment Surveys: This survey provides the Title I committee with information that can be used to further develop the parent involvement plan as well as to improve our program for the following year. The information in these surveys may require changes to our schoolwide plan, which will be made and approved by the Title I committee.
  - Kindergarten-2nd grade: This survey asks students what they like and dislike about various programs Title I provides, as well as general information about how they feel about school.



- 3rd-6th grade: This survey is more in-depth and asks students to rank satisfaction with many different programs and services provided at school. Students are also asked if they feel safe at school and if they feel their teachers care about their education.
- Parent survey: This survey contains questions about parent satisfaction with Title I services, as well as school safety, effectiveness, and communication.
- Staff survey: This survey asks teachers to rate the effectiveness of the Title I program, to suggest changes they may feel necessary, and to suggest things such as professional development and materials that might be needed.

Instruction at Kelley Elementary aligns with the objectives of the Oklahoma Academic Standards, with Title I funds allocated for supplemental materials targeting core standards in Reading, Language Arts, Writing, and Mathematics. Professional development opportunities and support from an on-site reading specialist are provided to teachers, ensuring effective implementation of instructional strategies.

The district coordinates programs for qualifying students, including Title I, ELL, Indian Education, Guidance/Counseling, Mental Health services, Free and/or Reduced Lunch, and Special Education, to support their success in school. Parent involvement events are held throughout the year, in collaboration with community business leaders and the PTA.

- By the end of the 2026-2027 school year, the percentage of students at or above reading benchmarks schoolwide will increase by 5%. Student mobility (e.g., students who move in or out of the school during the year) will be taken into account when reviewing the goal results.
- By the end of the 2026-2027 school year, the percentage of students at or above math benchmarks schoolwide will increase by 5%. Student mobility (e.g., students who move in or out of the school during the year) will be taken into account when reviewing the goal results.
- For the 2026-2027 school year, K-6th grade students will participate in a technology-oriented lesson that results in authentic learning at least one time per week in their reading, math or STEAM classroom.

Data collection is an ongoing process at Kelley. The data is used to monitor the success of our program and evaluate whether goals are being met. This data drives instruction to improve our schoolwide program and meet our students' needs. In 2025-2026 our schoolwide goal was met in math, but not in reading. Our committee examined our goals and made revisions as listed above.

We will continue to support our students by utilizing the “recommended skills” from the iXL diagnostic report, after school tutoring, and through our RTI processes. Students will also be receiving support through our Title I program. The team, consisting of the Title 1 teacher, classroom teachers, special education department head, ELL teacher, and various other academic teachers will continue to work together to reflect on appropriate instruction and next steps to best meet the needs of every student. Parent involvement has seen an increase for each event year to year. Events are redesigned and tweaked each year with new events added based on parent and student needs for support in critical areas based on data and parent comments on surveys.



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

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

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

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

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

### **Expectations**

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



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

All curriculum taught in Moore Public Schools is research-based and evidence-based, providing enrichment for high-achieving students and remediation for at-risk students. These strategies are proven effective through data obtained in curriculum-embedded assessments, STAR, and OSTP scores. Curriculum is adopted only if it aligns with Oklahoma Academic Standards. Teachers utilize the scope and sequence provided by the curriculum, along with pacing guides from our curriculum department, to plan instruction, ensuring that they cater to all tiers of students.

In the 2019-2020 academic year, MPS introduced STEAM programs in all elementary schools, with plans to extend the program to high schools in the upcoming years. This initiative allows all students to access much-needed instruction and exploration in the fields of science, technology, engineering, art, and music.

Title I funds are allocated to support Title I goals, including the purchase of supplemental materials, tutoring, and parent involvement events focusing on core standards in Reading, Language Arts, Writing, and Mathematics. Parents are offered opportunities to attend informational meetings and events aimed at providing them with ideas and strategies to enhance their students' academic performance. Qualified math and reading tutors work with low-performing students either in their classrooms or in small group settings when site funds allow, enabling more students' needs to be addressed daily.

Moore Public Schools employs the Response to Intervention (RTI) model to provide skill-specific interventions to students below grade level in Reading and Mathematics, aiming to improve outcomes for at-risk students. Teachers continually monitor the progress of at-risk students to ensure growth. Data is used to inform instructional decisions for whole classes, small groups, and individuals, as well as to measure progress towards proficiency in Oklahoma Academic Standards. STAR Reading and Math scores guide interventions and instruction for students in second through sixth grade.

Teachers collaborate with the Title I Reading Specialist to collect data to determine Title I placement. Data from all mentioned resources guides intervention and instruction for all students, driving improvements in the schoolwide program to meet student needs. Data-driven decision-making is based on student growth and achievement before students are dismissed from supplemental programs, including but not limited to Title I, ELL, Speech, and Special Education.

Moore Public Schools participates in child-find to identify students as young as age 3 in the community who may need Special Education services, including but not limited to speech, occupational therapy, and physical therapy. Students receive these services until their support team determines that they no longer qualify or require them.

The Response to Intervention (RTI) model serves as a skill-based intervention for below-level students in Reading/ELA and Math. Classroom teachers use weekly progress monitoring data and unit assessments from district-approved curricula. RTI meetings, involving the principal, classroom teachers, special education teachers, reading specialists, and school psychologists, are held for continuous data analysis during grade-level planning throughout the school year.



Title I skill-based interventions for below-level students in Reading/ELA & Math provide crucial support for at-risk students. Weekly progress monitoring allows the planning team to analyze data and adjust interventions based on individual student needs.

Kelley implements a 4X4 model for RTI interventions. Utilizing STAR screening reports, students identified as at-risk are placed into an RTI group if they score below the 40th percentile. Instructional planning reports help determine the most critical skill to address. Daily interventions, lasting 10-20 minutes depending on the skill, are conducted within each group. Students undergo four intervention sessions before progress is monitored. Upon achieving four data points above the aimline, the team discusses possible changes to the targeted skill or goal. If students show no progress or acquire four data points below the aimline, interventions are intensified or altered. The team collaborates on deciding the next course of action.

MPS extends learning opportunities beyond the academic year for at-risk students. Annual Title I summer school, held in June, caters to all Title I students. Families receive notifications through paper invitations, Parent/Teacher conferences, and teacher phone calls. STAR assessments are administered during summer school to monitor student progress. Student attendance and achievement are communicated to home schools and parents post-program. Title I funds provide accessible tools like MyOn and iXL for summer use, with some grade levels utilizing free programs such as Prodigy and Freckle.

At both district and site levels, a comprehensive yearly professional development plan is established. The district's Academic Resource Team and the site's leadership team, comprising teachers from various levels or content areas along with specialists and administrators, identify professional development needs based on comprehensive assessments. Faculty surveys inform the overall professional development plan. Data sources such as STAR, OSTP, subject area tests, and teacher surveys guide professional development choices throughout the year, aligning with Schoolwide/School Improvement Plan goals. Implementation of learned strategies is monitored by site principals and specialists through observations, data meetings, and student achievement analysis.

Teachers are encouraged to lead professional development sessions, supported by curriculum coordinators who offer monthly PD in specific content areas and Oklahoma Standards trainings. Additional opportunities include Teachers Need Teachers Day, Site Improvement Day, in-person and e-book studies, and workshops like Blooket and RTI training. Kelley tailors professional development to address school-specific needs and facilitates attendance at external PD sessions. Regular RTI meetings integrate PD and horizontal/vertical planning into contract hours, prioritizing reading and literacy, math, writing across the curriculum, RTI and interventions, classroom management, and differentiated instruction to meet schoolwide goals.

The Moore District collaborates with local universities, engages in local job fairs, and partners with student teachers as potential future employees. Open positions are advertised on the District website, and competitive wages are offered to prospective teachers.

The new teacher orientation process includes a one-day session for all new teachers in the Moore District, followed by a 2-day classroom management boot camp based on the principles of Harry Wong.



A mentoring program pairs entry-year teachers with Academic Resource administrators who provide observations, insights, and support. Additionally, struggling teachers may be referred by principals to work closely with curriculum coordinators for more intensive mentoring in specific areas of need.

All district buildings and facilities are maintained to high standards. Teachers have access to current, research-based curriculum, textbooks, teaching resources, and materials. Buildings are equipped with updated technology, and ongoing training is provided for all teachers.

The Title I teacher and district literacy coaches serve as valuable resources for grade-level and content-area teams, supporting both new and experienced teachers. Title I funds allocated to high-poverty, low-performing schools provide additional resources, technology, classroom materials, and opportunities for professional development.

Teachers are encouraged to apply for MPS Foundation grants annually to acquire necessary classroom items or materials. The district collaborates with local universities to offer cohort opportunities for advanced degrees, aiming to facilitate and alleviate the challenges of traditional education formats.

Informational meetings are held to guide teachers through the process of obtaining National Board certification.



#### **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.**

Kelley is dedicated to enhancing academic outcomes for all students. Title I funds are allocated towards both personnel and supplemental materials, targeting core standards in reading, language arts, writing, and mathematics. Moreover, these funds support parent involvement events aimed at enhancing parent education.

At Kelley, Title I funds are utilized to employ a certified reading specialist, enabling small group intervention sessions for students in grades K-3. These sessions help students address knowledge gaps, achieve RTI goals, and improve district benchmark and OSTP scores. In the upcoming 2026-2027 academic year, Kelley's Title I budget will accommodate the hiring of a certified day tutor. This tutor will assist at-risk or struggling students in grades 4-6, aiding them in filling knowledge gaps, meeting RTI goals, and enhancing district benchmark and OSTP scores.

These resources play a vital role in advancing student outcomes and are in line with Kelley's overarching school goals. As finances permit, Title I will invest in reading and math materials tailored to boost academic achievement in core instruction and interventions, as pinpointed by the needs assessment. These materials enhance the efficacy of both whole-group and small-group reading and math instruction, often offering hands-on activities that captivate students. Teachers have access to these materials for classroom use and interventions.



Furthermore, as funding allows, Title I will acquire appropriate programs, software, or equipment to address the technological needs of teachers and students. This facilitates the implementation of authentic technology lessons in the classroom setting. Additionally, professional development opportunities are organized, contingent upon funding availability, to enhance teacher proficiency in technology education.

The Title I Teacher, alongside a volunteer committee of teachers and parents, will develop various avenues for parent involvement, including Reading Fair, Book Bingo, Family Reading Night, Math Family Night, and Kindergarten Roundup. Parent funds support these events and provide materials for parent education in reading, language arts, writing, and math.

Kelley employs the Response to Intervention (RTI) model to deliver skill-specific interventions to students below grade-level in Reading and Mathematics. Data serves as the foundation for instructional decisions, guiding strategies for whole class, small group, and individualized teaching. Regular data meetings convene a team comprising classroom teachers, the ELL teacher, the Special Education department head, the principal, the psychometrist, and the Title I teacher, among others. These meetings foster discussions on intervention strategies, continuously refining them to enhance student learning. Teachers consistently monitor the progress of students performing below grade-level expectations in Reading and Mathematics, using data to assess the effectiveness of interventions. STAR Reading and Math benchmark data gauge student growth towards proficiency in the Oklahoma Academic Standards.

Students receive services tailored to their STAR scores and classroom performance. Classroom teachers, special education teachers, guidance counselors, speech-language pathologists, the ELL teacher, Indian tutors, and the Title I teacher administer assessments and analyze data to identify student needs effectively. Progress is continually monitored, with regular communication among all parties to evaluate the efficacy of instruction and interventions. Monthly data meetings involve special education teachers, guidance counselors, speech-language pathologists, the ELL teacher, and Indian tutors collaborating closely with classroom teachers to determine appropriate intervention strategies for students receiving their services. These services continue until the support team determines that students no longer qualify or require them.

Moore Public Schools is committed to catering to the diverse needs of every student, offering academic, social, emotional, and special education services through various avenues such as Title I, Title III, Title IV, Indian Education, and Special Education. Through the Child Find Program, we proactively identify students within the community, at an early age, who may require special education services. We strive to provide families with education and support before their child enters school. Upon enrollment, any identified needs are promptly addressed by Title I, our reading specialist, ELL, Indian Education, Speech, and/or Special Education services, along with other available district programs tailored to the student's requirements and qualifications. Ensuring that all students' needs are met is our paramount responsibility. Additionally, social and emotional programs have been implemented across all our elementary, junior high, and high schools, facilitated by school counselors and licensed professional counselors. We actively identify students who may benefit from additional counseling services outside of school.



Moore Public Schools collaborates with all school sites and programs to ensure that State and Federal funds are utilized according to their intended purposes. The district utilizes Federal Programs Coordinators who work closely with school sites to devise programs and hire staff to fulfill roles and responsibilities directly associated with the following programs:

- Title I: These funds are allocated to meet the needs of at-risk and underprivileged youth at sites with over 40% poverty.
- Title II: Funds are utilized to enhance teacher education, retain and recruit highly skilled teachers for at-risk students, and address high-needs subject areas.
- Title III: Funds are dedicated to providing educational support for English Language Learners.
- Title IV: Resources are utilized to ensure all students have access to a well-rounded education, improve school conditions conducive to student learning, and enhance technology utilization to boost academic achievement and digital literacy.
- Indian Education: Funds are directed towards providing educational supports for students of Native American heritage.
- Special Education: These funds are utilized to provide educational support for students with learning disabilities, including but not limited to Individualized Education Programs (IEP), 504 plans, Occupational Therapy (OT), and Physical Therapy (PT).
- SRA (Strong Readers Act): This Oklahoma State law allocates funding for students in grades K-3 to ensure they achieve reading proficiency.

Moreover, the district's Federal Programs Coordinators actively engage in consortium meetings with neighboring districts to stay abreast of current programmatic practices. They also liaise with the Oklahoma State Department offices and programs to uphold compliance with regulations and procedures.



**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.**

Title I Site Base Meetings are conducted each fall and spring, attended by the Title I committee, principal, staff members, district coordinator, and parents. These meetings serve to inform all stakeholders about the Title I program's progress and to assess and adapt the schoolwide plan as necessary.

In the fall, discussions revolve around short and long-term goals for student outcomes, providing an overview of the current year's program, budget, site goals, parent involvement plan, and professional development agenda. During the spring meeting, a comprehensive review of the current year's Title I program takes place. Topics include an assessment of successes and challenges, budget breakdown, results of the needs assessment, professional development offerings, an outline of the next year's program, site goals for the upcoming year, and the endorsement of Kelley's compact and parent involvement policy. Additionally, spring meetings involve analyzing grade-level benchmark growth data to gauge progress towards meeting Title I site goals.

Prior to these meetings, a survey is distributed to all stakeholders to gather feedback on the effectiveness of Title I supplements, technology, subscriptions, and parent events. The data collected from these surveys is compiled into the program's Annual Review and is presented for discussion during the Site Base Meeting.



Section 2 presents a diverse array of data, meticulously reviewed and updated biannually during fall and spring through our STAR Benchmarks, needs assessment, and OSTP evaluations. The Title I Committee convenes to analyze this data comprehensively and determine the necessary adjustments to our site plan based on current insights.

Our plan encompasses three primary goals focusing on Reading/ELA, Math, and Technology, subject to biannual discussions, revisions, and updates. Presently, the goals for Kelley have been revised to reflect a schoolwide goal, a change driven by concerns raised in our committee meetings and detailed in Section 2 of this plan.

During the September In-Service, which emphasizes school leadership and instructional staff development, a day is dedicated to reviewing data and instructional practices. Classroom teachers evaluate each student's previous year's STAR end-of-year benchmark, identifying those with growth gaps or failing to meet grade-level expectations. Preliminary intervention strategies are devised and discussed with grade-level teachers, alongside insights from previous classroom teachers. The Title I teacher collaborates with classroom teachers as needed, and in the next schoolwide RTI meeting, intervention strategies aimed at enhancing student learning are determined. Students with the most pressing needs receive research-based intervention plans, while classroom teachers receive assistance in developing differentiated instruction and effective small group teaching methods tailored to student needs. Throughout the year, the Title I teacher continues to provide support to classroom teachers in assessing student achievement patterns, growth, and changes in growth gaps.

Data from the fall STAR benchmark guides the identification of students in need of intervention. RTI Data meetings convene to scrutinize student achievement data, growth, and changes in growth gaps across classrooms, grade levels, and content areas. Interventions are adapted or modified based on individual student progress to ensure achievement. Continuous, evolving discussions among classroom teachers, site principals, the Title I teacher, Special Education department head, school psychometrist, and counselor shape effective instruction in reading and mathematics throughout the year.

Grade-level teachers collaborate to implement learned strategies based on overall student achievement data, employing research-based curriculum across content areas. Effective teaching practices are monitored by site leadership through classroom observations, walkthroughs, monthly data meetings, and overall student achievement assessments. At Kelley Elementary, teachers are empowered to facilitate professional development for their peers, sharing acquired knowledge and skills. Classroom teachers provide student achievement data at the school year's outset, with site goals evaluated in December to ensure progress towards year-end objectives. Intervention strategies and classroom instruction are adjusted as needed to meet these goals by year's end.