



The Title I, Part A Schoolwide Program Plan template was designed to ensure each school site plan is fully developed according to the requirements in [ESEA Section 1114](#). The Title I, Part A Schoolwide Program Plan must be reviewed and submitted annually to the Oklahoma State Department of Education (OSDE) as a part of the Consolidated Application.

1. In the space below, enter the school year (Example 2024-2025) the plan will be implemented.

2026-2027

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

September 1, 2026

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

District Information	
District Name:	Moore Public Schools
District Number:	I-002
County Name:	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:	Santa Fe Elementary
School Site Code:	130
Principal Name:	Melissa McKay
Email Address:	melissamckay@mooreschools.com
*School Poverty Rate:	71%

*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.

To ensure family involvement and engagement, Santa Fe's staff as well as Moore Public Schools have developed many avenues of communication with parents about the services and programs offered through our school. Each teacher can communicate daily about grades, assignments, family involvement events, behavior, and other topics through Parent Square, Parent Portal, email, phone calls, and a monthly calendar of events. In addition to classroom communication, the principal, counselor, media specialist, and Title I reading specialist can communicate events and important information to parents through Parent Square. To ensure equity among our families who don't have internet access, notes can also be sent home to parents in the weekly communication folders. In addition to these forms of communication, parents can join our PTA Facebook page where the information is also posted. Santa Fe also has a digital marquee that can be seen from the main street that lists important dates and events.

Each year Santa Fe's Title I committee; consisting of staff and parents, meets twice to review Santa Fe's parent involvement policy, the school compact and the Parents' Right-to-Know. When both documents



are reviewed and revised as needed, they are made available on the Santa Fe website and the school compact is sent home in the weekly communication folder to be signed by parents and students. The 2026-2027 Title I committee members are:

Name	Title	Stakeholder Group
Aly Morton	Kindergarten Teacher	Teacher
Tasha Wagers	1 st Grade Teacher	Teacher
Lisa Azlin	2 nd Grade Teacher	Teacher
Susan Colvin	3 rd Grade Teacher	Teacher
Jordan Moore	4 th Grade Teacher	Teacher
Nicole Armentor	5 th Grade Teacher	Teacher
Marissa Dooley	6 th Grade Teacher	Teacher
Kaitlyn Cook	Music Teacher	Teacher
Rachel Owens	Special Education Teacher	Teacher
Jackie Witcher	Title I Reading Specialist	Teacher
Karen Kelley-Loman	Title I Assistant	Teacher
Tammy Perry	Media Specialist	Teacher
Cindy Holden	Counselor	Teacher
Melissa McKay	Principal	Administration
Karen Gutierrez	Parent Representative	Parent
Noel McCloy	Parent Representative	Parent

Parent teacher conferences are held twice a year with times offered during the daytime and evening hours and accommodation is made for those who can't attend during the scheduled times.

To foster family involvement, Santa Fe hosts a Back-to-School Night in the fall. During this time families are given information about our Title I program through flyers and face to face conversations with the Title I staff. They are also able to meet the teachers, fill out free and reduced lunch forms along with Community Eligibility Forms, and join PTA. Title I funds are used to host at minimum, two family involvement events, one each semester. Events are advertised a month in advance and reminders are sent home the week of the event and are held on various days and times to meet the needs of all families. Some of the events that may be offered are Parent University, Grandparent's Event, Stand Up Comedy Night, Parent/Teacher conference Make and Take, Trunk or Treat, BINGO for Books, Bilingual Story Time, math and literacy day for kindergarten parents, Family Math/Game Night, Book Hide and Keep, Kindergarten Jumpstart, Masked Reader, and Escape Santa Fe. Title I partners with both PTA and the media center for events as well. To gain feedback from families on our events, an anonymous survey is given after each event and a needs assessment evaluating our Title I program and the school is sent home with enrollment forms in the spring.

Santa Fe has a Parent Community Advisory Committee that includes the principal, Title I reading specialist, Media specialist, Counselor, 1 teacher per grade level/team, and several parents. The committee meets once each semester to plan and discuss involvement events and two additional times to review our



individual school site-based plan. During the review of our site plan the information gathered from the needs assessments is discussed. The information includes feedback from parents, students, and teachers which helps the committee plan for the next school year.

Santa Fe envisions opportunities for students to become engaged learners in an authentic learning environment. Students will be producers of their learning with innovative technology and peer collaboration. Teachers will connect with students to make learning authentic, challenge them to think critically, and provide opportunities for them to become empowered learners. Our vision was created collaboratively with staff, parents, and other community stakeholders. We are committed to inspiring high standards of academic performance and citizenship. As a district, Moore Public Schools has provided training for all staff members in The 7 Habits of Highly Effective People and expanded this to include the students in the 2025-2026 school year. This program will expand to include the community in the 2026-2027 school year. Santa Fe has implemented a Lighthouse Team which includes a dedicated group of teachers and staff who are assisted in the education and implementation of the 7 habits models. Students and staff recite the school creed daily during the morning announcements. Once a month we host a school-wide assembly where students and staff are recognized for their achievements and one student from each class is recognized for the monthly character trait.

Moore Public Schools contracts with Multilingual Communications Services for on-site translation services in cases where communication with non-English speaking families is needed. This translation service can translate the Title I Schoolwide Plan to all stakeholders in any language requested. An appointment would be made for the required language specific translator at the school site or the Moore Public Schools Administration Service Center. This conference is set up 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. Moore Public Schools Title I District Advisory committee meets annually in the spring to review the district parent involvement policy and Parents' Right to Know documents.



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.

A. Performance Data

To determine individual student needs RTI teams meet in September to review student data from OSTP, STAR EL, and STAR reading/math. These teams consist of the grade level team, the principal, counselor, reading specialist, and school psychometrist. To determine needs in kindergarten and first grade, the teams will analyze data from STAR EL and STAR reading/math for second grade. To determine needs in third through sixth grades teams will analyze data from the previous year's OSTP scores as well as STAR reading/math.

****HIGHLIGHTED SECTIONS WILL BE UPDATED ONCE CURRENT OSTP DATA IS AVAILABLE.**

2025-2026 OSTP ELA

Grade	Advanced	Proficient	Basic	Below Basic
3 rd (46 tested)	0%	26%	39%	35%
4 th (37 tested)	3%	27%	19%	51%
5 th (52 tested)	6%	19%	42%	33%
6 th (55 tested)	2%	22%	49%	27%

2025-2026 OSTP Science

Grade	Advanced	Proficient	Basic	Below Basic
5 th (52 Tested)	2%	19%	40%	38%



2025-2026 OSTP Math

Grade	Advanced	Proficient	Basic	Below Basic
3 rd (46 tested)	4%	26%	52%	17%
4 th 37 tested)	16%	14%	35%	35%
5 th (52 tested)	10%	8%	50%33	%
6 th (55 tested)	2%	22%	47%	29%

2025-2026 EOY STAR Reading

Grade	Urgent Intervention	Intervention	On Watch	Benchmark
K EL (47 tested)	2%	6%	9%	83%
1 st EL (50 Tested)	14%	16%	18%	52%
1 st (37 Tested)	11%	22%	27%	41%
2 nd (45 Tested)	7%	7%	18%	69%
3 rd (46 Tested)	4%	15%	11%	70%
4 th (37 Tested)	14%	5%	22%	59%
5 th (50 Tested)	12%	20%	18%	50%
6 th (46 Tested)	11%	22%	20%	48%
Vista (9 Tested)	11%	0%	44%	44%

2025-2026 EOY STAR Math

Grade	Urgent Intervention	Intervention	On Watch	Benchmark
2 nd (45 Tested)	18%	13%	22%	47%
3 rd (46 Tested)	7%	11%	15%	67%
4 th (37 Tested)	11%	19%	8%	62%
5 th (50 Tested)	10%	14%	18%	58%
6 th (46 Tested)	7%	22%	22%	50%
Vista (9 Tested)	0%	22%	11%	67%

B. Non-Performance Data

Attendance is encouraged and monitored in each classroom. As a district, attendance is monitored and families are notified through a letter home when their student has reached 3, 6 and 9 absences. If a student is chronically tardy or absent this is discussed in our RTI meetings to determine if there is a circumstance the school can help with.

Santa Fe had 125 documented referrals for the 2025-2026 school year.

Santa Fe's free and reduced lunch percentage was 71% for the 2025-2026 school year.

2025-2026 Student Enrollment by Gender

Year	Total Enrollment	# of Males	% of Males	# of Females	% of Females



2025-2026	393	201	51%	192	49%
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2025-2026 Student Enrollment by Ethnicity

Year	Total Enrollment	African American	American Indian	Hispanic	Asian/Pacific Islander	White	Other
2025-2026	393	10%	3%	30%	3%	34%	19%

2025-2026 Students Eligible for Free/Reduced Lunch Program

Year	Number	% of Student Population
2025-2026	278	71%

2025-2026 Teaching Experience

Number of Certified Teachers	34
Number of HQT Paraprofessionals	16
Number of non HQT Paraprofessionals	0
Number of Teacher's Assistants	1

C. Process Data

The RTI teams at Santa Fe Elementary meet one time monthly. The RTI team consists of grade level teachers, principal, counselor, reading specialist, school psychometrist and the special education department head. At the beginning of each school year the teams meet to identify students who are at risk and begin monitoring them weekly. All students who score below benchmark are considered at risk and are seen three to four days a week by the classroom teacher for specific interventions and are progress monitored on Fridays. The data collected is available through the STAR CBM or is input into our online MARTI graph which tracks students' progress monitoring scores for phonemic awareness and comprehension. These graphs are viewed during RTI meetings to see if interventions have been effective, need to be changed, or if the special education referral process needs to be started. To determine which students are served through Title I, the homeroom teachers and the Title I staff review data and teacher input is given on what students' academic needs are. The RTI teams also use benchmark testing and observations to determine student needs. A monthly staffing meeting is also held with the principal, counselor, special education teachers, the school psychometrist and the speech teachers to discuss students who are being considered for special services or are in the process of being tested for special services.

Santa Fe Elementary received an overall score of C on the state report card for the 2024-2025 school year.
**Will be updated as soon as current data is available.

D. Perception Data

Results from parent needs assessment show that 99% of parents surveyed feel that Santa Fe is providing a quality education for their students. Out of reading, math, writing and technology; parents feel that reading is the most important area of focus followed by math, writing and then technology. Overall parents feel like our events are helpful and like them held during the mid-evening time. Most parents feel that communication between the school or their child's teacher and home is adequate, and they most preferred means of contact



are through a telephone call and Parent Square. Parents gave a lot of positive feedback about staff regarding their relationships with students and how happy their children are at school.

Results from the teacher needs assessment show that overall teachers are satisfied with the Title I program at Santa Fe. Topics surveyed were scheduling, pull out versus push in, RTI meeting times, purchasing/budget, and students serviced. For the 2026-2027 school year Santa Fe will focus intervention on students not meeting benchmark goals. Each grade level will meet with the Title I staff to review test data and decide which students to pull. Title I will hire a daytime tutor to focus on reading if a qualified candidate is available. Overall teachers feel like using funds for a full-time tutor is the most effective way to spend funds to meet our goals rather than materials. Title I will purchase reading and math materials for 3rd-6th grade as needed, replacement dry erase boards, and with various usable materials such as sticky chart paper, folders and pencil pouches for homework folders.

Our 3rd-6th grade students took an online student survey. Results from the student needs assessment show students feel like Clever is very important to their education and Canvas, IXL and AR are somewhat important. Students were also offered the opportunity to give written responses stating what they wish their teacher would do and what would make our school better. Students in kindergarten-2nd grades participated in a paper survey and were overall pleased with classroom lessons with the Title I staff, library lessons and book checkout, centers, the outside garden, specials, and iPads. Early childhood students scored Waterford and STAR tests lower than the other programs/services.

E. Detailed Analysis

****HIGHLIGHTED SECTIONS WILL BE UPDATED ONCE CURRENT OSTP DATA IS AVAILABLE.
OSTP DATA 2025-2026 ELA**

Students with Disabilities

Grade	Advanced	Proficient	Basic	Below Basic
3rd	0%	22%	22%	56%
4th	0%	8%	17%	75%
5th	0%	5%	32%	63%
6th	0%	20%	13%	67%

Economically Disadvantaged

Grade	Advanced	Proficient	Basic	Below Basic
3rd	0%	17%	43%	40%
4th	5%	14%	23%	59%
5th	6%	15%	41%	38%
6th	2%	21%	43%	33%



African American

Grade	Advanced	Proficient	Basic	Below Basic
3rd	0%	14%	14%	71%
4th	0%	0%	0%	0%
5th	0%	25%	38%	38%
6th	0%	10%	60%	30%

Two or More Races

Grade	Advanced	Proficient	Basic	Below Basic
3rd	0%	29%	71%	0%
4th	0%	25%	0%	75%
5th	0%	0%	100%	0%
6th	0%	22%	56%	22%

OSTP DATA 2025-2026 Math:

Students with Disabilities

Grade	Advanced	Proficient	Basic	Below Basic
3rd	0%	27%	43%	30%
4th	8%	17%	8%	67%
5th	0%	5%	47%	47%
6th	0%	13%	33%	53%

Economically Disadvantaged

Grade	Advanced	Proficient	Basic	Below Basic
3rd	3%	23%	54%	20%
4th	14%	9%	26%	41%
5th	6%	0%	59%	35%
6th	2%	21%	50%	26%

African American

Grade	Advanced	Proficient	Basic	Below Basic
3rd	0%	29%	29%	43%
4th	0%	0%	50%	50%
5th	0%	12%	62%	25%
6th	0%	10%	60%	30%

Two or More Races

Grade	Advanced	Proficient	Basic	Below Basic
3rd	14%	29%	57%	0%
4th	8%	25%	8%	58%
5th	0%	0%	50%	50%
6th	0%	22%	56%	22%



Students Identified as English Language Learners (ELL)

Year	Program Enrollment	% of Student Population
2025-2026	33	7.8%

WIDA

Total Students	Proficient Exited	On Track	Not On-Track	No Data
37	2	17	10	8

2025-2026 STAR Reading

Students with Disabilities- STAR EL (4 Tested)

Urgent	Intensive	On Watch	Benchmark
50%	0%	0%	50%

Students with Disabilities- STAR Reading (46 Tested)

Urgent	Intensive	On Watch	Benchmark
33%	22%	19%	26%

ELL- STAR EL (5 Tested)

Urgent	Intensive	On Watch	Benchmark
40%	0%	20%	40%

ELL (17 Tested)

Urgent	Intensive	On Watch	Benchmark
12%	29%	29%	29%

African American- STAR EL (4 Tested)

Urgent	Intensive	On Watch	Benchmark
25%	0%	25%	50%

African American (34 Tested)

Urgent	Intensive	On Watch	Benchmark
12%	24%	29%	35%

2025-2026 STAR Math

Students with Disabilities (43 Tested)

Urgent	Intensive	On Watch	Benchmark
37%	30%	12%	21%

ELL (13 Tested)

Urgent	Intensive	On Watch	Benchmark
23%	38%	15%	23%



African American (32 Tested)

Urgent	Intensive	On Watch	Benchmark
6%	22%	22%	50%

3. Strengths and Needs

Santa Fe has a strong team of faculty members who collaborate and implement the RTI process with fidelity. The Title I reading specialist, the counselor, the principal, and the school psychometrist are available for all teachers who have questions or need help with resources, assessments, and documentation. In addition to a strong RTI team, Santa Fe has a leadership team in place facilitating our school's Leader in Me program.

Santa Fe has an active student council made up of 5th and 6th graders elected by their peers. These students work to build our school community and foster relationships. They coordinate fundraisers and activities for Moore Love, run the Raider Bucks ticket store, sell items for Raider snack day, and mentor other students.

4. Action Goals

Goal 1: Our goal is to have each grade level increase the number of students scoring at or above benchmark by 10% from the first benchmark scores as measured by STAR EL (K-1) and STAR Reading (2nd-6th).

Goal 2: Our goal is to have each grade level increase the number of students scoring at or above benchmark by 10% from the first benchmark scores as measured by STAR Math (2nd-6th).

Goal 3: Our goal is to increase authentic lessons being co-taught with technology by 1 per teacher, per quarter.

5. Evidence School Wide Plan is Working

Data collected from STAR EL, STAR Reading, and STAR Math is used to determine if our site goals are being met. From the fall of 2025 to the spring of 2026, we saw at least 10% increases in students meeting 40th percentile in kindergarten, first, second, fourth and sixth grades on STAR EL/STAR Reading and a decrease in third and fifth grades. From the fall of 2025 to the spring of 2026, we saw at least a 10% increase in students meeting 40th percentile in second, third and fourth grades on STAR Math and a decrease in fifth and sixth grades. These percentages include our students identified in special education.

Through the RTI process our RTI teams have been able to successfully identify students who were best served in the special education classrooms

Santa Fe has been working towards technology integration and authentic teaching and learning with technology. We were awarded a technology grant to begin implementation in the 2020-2021 school year. This grant was awarded based on evidence of what we are already doing to promote authentic learning and how we will utilize technology to enhance the learning process. The district implemented a one-to-one device model in our upper elementary grades (4th-6th) for the 21-22 school year.

- The percentage of kindergarten students meeting benchmark increased from 68% to 83% from the fall to the spring benchmark on STAR EL.



- The percentage of first grade students meeting the benchmark stayed the same at 52% to 52% from the fall to the spring benchmark on STAR EL.
- The percentage of first grade students meeting the benchmark increased from 41% to 61% from the winter to the spring benchmark on STAR reading.
- The percentage of second grade students meeting the benchmark increased from 53% to 73% from the fall to the spring benchmark on STAR reading.
- The percentage of third grade students meeting the benchmark increased from 67% to 74% from the fall to the spring benchmark on STAR reading.
- The Percentage of fourth grade students meeting the benchmark increased from 61% to 74% from the fall to the spring benchmark on STAR reading.
- The Percentage of fifth grade students meeting the benchmark increased from 56% to 62% from the fall to the spring benchmark on STAR reading.
- The Percentage of sixth grade students meeting the benchmark increased from 46% to 58% from the fall to the spring benchmark on STAR reading.

- The percentage of second grade students meeting the benchmark increased from 39% to 53% from the fall to the spring benchmark on STAR math.
- The percentage of third grade students meeting the benchmark increased from 49% to 72% from the fall to the spring benchmark on STAR math.
- The percentage of fourth grade students meeting the benchmark increased from 58% to 82% from the fall to the spring benchmark on STAR math.
- The percentage of fifth grade students meeting the benchmark increased from 67% to 68% from the fall to the spring benchmark on STAR math.
- The percentage of sixth grade students meeting the benchmark increased from 50% to 54% from the fall to the spring benchmark on STAR math.

****All percentages include our students identified in special education.**



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.

1. All curricula taught in Moore Public Schools is research and evidence based and provide 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 only adopted if it is in alignment with Oklahoma Academic Standards. Teachers use the scope and sequence provided by the curriculum as well as pacing guides provided by our curriculum department to plan instruction, making sure to teach to all tiers of students. MPS introduced STEAM in all elementary schools in 2019-2020, and in the jr. high schools in 2020-2021. Career technology centers opened at all MPS high schools in the fall of 2024. This allows all students to have access to much-needed instruction and exploration in the areas of science, technology, engineering, art and music.

2. Title 1 funds are spent in ways that support Title I goals including the purchase of supplemental materials, tutoring, and parent involvement events that target the core standards in Reading, Language Arts, Writing, and Mathematics. Parents are given opportunities to attend informational meetings and events to give them ideas and strategies to increase their students' academic performance. Qualified reading tutors work with low performing students in their classrooms or in a small group setting. The use of tutors allows for the needs of more students to be met each day.

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. RTI focuses on Reading/ELA and Mathematics to improve student outcomes for at-risk students. Teachers progress monitor at-risk students weekly to ensure student growth. 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. STAR EL is used to guide intervention and instruction for kindergarten and first grade students. STAR Reading and Math scores, in addition to OSTP, are used to guide intervention and instruction for second through sixth grade students.

Teachers work collaboratively with the RTI team to determine Title 1 placement. STAR and OSTP data along with classroom observation are used to guide intervention and instruction for all students. This data drives instruction to improve our schoolwide program and meet our students' needs. Data-driven decision making is based on student-growth and achievement before students are dismissed from supplemental programs including but not limited to Title1, ELL, Speech, and Special Education.

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

The Response to Intervention (RTI) model is used as a skill-based intervention for below-level students in Reading/ELA and Math. Classroom teachers use skill-based interventions and progress monitoring weekly. All interventions and assessments are approved by the school psychometrist and the RTI team. RTI meetings are held for continual data analysis during grade level planning monthly. The RTI team



includes the principal, classroom teachers, special education teachers, reading specialist, literacy coach, school counselor and school psychologist.

Title 1 skill-based interventions for below-level students in reading/ELA & math provides the right support for at-risk students. Students are monitored weekly and interventions are changed or intensified based on individual student performance. Interventions are selected from district approved curriculum

4. Santa Fe has a leadership team consisting of the principal, counselor, Title I teacher, special education teachers, classroom teachers, and paras. This team meets at the beginning of the year to discuss and decide on school wide procedures and behavior procedures. Schoolwide procedures are in place to provide consistency. The leadership team makes videos modeling the procedures for teachers to show students. Santa Fe utilizes TBRI for the basis of our behavior intervention. Classroom teachers in k-3rd grade create expectations and consequences in their own classrooms with students while 4th-6th grade teachers work together to put their expectations and consequences in place. 4th-6th grade teachers keep behavior notebooks that travel between all the students' teachers. This notebook documents any important information and/or behavior issues related to the students to ensure there is consistent communication between teachers. Beyond each individual classroom, the school counselor, special education department head and district BCBAs are available to assist with students who need more individualized behavior goals/plans. For students needing individualized plans, the counselor and special education department head provide the following: choices, redirecting, behavior intervention plans, behavior charts, break cards, visual schedules, token economies, and check in systems. These students and their needs are discussed during RTI meetings to determine if the intervention is working or needs to be changed.

5. Santa Fe uses a 4X4 model for RTI interventions. STAR screening reports are utilized to determine which students are at risk and need intervention. Santa Fe puts all students scoring below the 40th percentile into an RTI group. A district wide phonics screener is given to each student scoring below the 40th percentile to determine what skill to begin with in intervention. Each group holds daily interventions lasting 5-7 minutes depending on the skill and grade level. Four intervention sessions must be completed before the students are monitored. Once a student has four data points above the aim line, they will move onto the next most needed skill and the process starts again. If a student is not making progress or they have four data points below the aim line, the intervention is changed and intensified. The Title I teacher and school psychometrist help plan the interventions and progress monitor, to make sure they align.

6. MPS offers a range of extended learning opportunities beyond the school year for at-risk students. The district offers summer school for students in K-3rd grade. Families are informed through paper invitations, Parent/Teacher conferences, and phone calls from homeroom teachers. Incoming kindergarten students are given the following materials to prepare for the upcoming school year: a book, alphabet/number/color/shape flash cards, upper and lowercase letter mats, scissors, pencils, crayons, literacy and math journals, and a packet of activities.

Santa Fe offers extracurricular clubs such as honor choir, basketball, track, and student council.



7. A yearly professional development plan has been developed at the district level as well as the site level. The district has an Academic Resource Team, and the site has a Site Professional Development Committee. This committee may include teachers from different grade levels or content areas, the media specialist, the Title 1 reading specialist, and/or site administrators. These committee members meet throughout the year and determine the areas of need for professional development for the site as well as using the comprehensive needs assessment as a guide. After they determine the need, the faculty is surveyed, and an overall plan for professional development is developed. The data sources used to indicate the needs for chosen professional development are STAR, OSTP, subject area tests, Individualized Education Plans, teacher surveys, benchmark data, and district requirements. These data sources will drive the needs for professional development throughout the year. All professional development opportunities are aligned with the goals of the Schoolwide/School Improvement Plan. Implementation of learned strategies is monitored by the site principal and the reading specialist/literacy coach through classroom observation and walkthroughs, RTI meetings, 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. Curriculum coordinators offer monthly PD in specific content areas as well as Oklahoma Standards training. Other professional development opportunities include Teachers Need Teachers Day, Site Improvement Day, book studies, and various workshops. Santa Fe provides professional development opportunities that are specific to the needs of our school. Regular RTI meetings serve as an additional opportunity to imbed PD and horizontal/vertical planning into regular contract hours. Santa Fe considers reading and literacy, math, writing across the curriculum, RTI and interventions, classroom management to be priorities with professional development to reach our schoolwide goals.

8. The Moore Public School District teams with local universities, attends local job fairs, and partners with student teachers for possible future employment. Open positions are posted on the district website. Also, the district provides competitive wages to future teachers. The new teacher orientation process provides a one-day new teacher orientation for all teachers that are new to the Moore District as well as a 2-day classroom management boot camp based on the work of Harry Wong. The mentoring program teams an entry year teacher with an Academic Resource Administrator who observes, offers insight, and is a resource for new teachers and/or emergency certified teachers. In addition, principals can refer struggling teachers to be paired with district grade level mentors or the district academic coaches for more intense mentoring in needed areas. All buildings and facilities are maintained by the district. Teachers have current, researched based curriculum and textbooks as well as teaching resources and materials. Buildings have updated technology and provide ongoing training for all teachers. The Title 1 teacher and literacy coach serve as a resource for all grade level and content area teams to support new and experienced teachers. Title 1 funds at high poverty, low-performing schools provide additional resources, technology, classroom materials, and professional development opportunities. Teachers are also encouraged to participate in the MPS Foundation grants each year for items or materials needed in the classroom. The district works with local universities to provide cohort opportunities for enhanced degrees to encourage and ease the burden of attending in a traditional format. Informational meetings are held to inform teachers of the process in attaining National Boards.



4. Coordination and Integration

Select only one box.

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

OR

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

Expectations

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

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

Classroom teachers provide instruction for all students through whole group, small group, and individual instruction based on students' needs. The Title I reading specialist and Title I daytime tutor service students in small groups for skill-based interventions. The reading specialist and tutor service students in 1st-3rd grade who do not meet the 40th percentile benchmark as recognized by STAR EL and STAR reading and service all kindergarten students through push in lessons. Based on data from weekly progress monitoring, IXL, and teacher observations other students may also be considered for Title I services. Students who qualify for Special Education, ELL, speech, Indian Tutoring, Occupation and Physical therapy are serviced by those respective teachers in one on one or small group settings to improve their skills.

Title I funds are used to pay the salaries of the reading specialist and the highly qualified full-time daytime tutor. If funds are available, they are used to hire a part-time daytime tutor to target our students in 4th-6th grades who aren't meeting benchmark goals in reading and/or math. Funds are also used to purchase supplemental materials for whole groups and small group instruction as well as for RTI interventions. Technology and/or supplemental computer programs are purchased with Title I funds as the budget allows. Materials are purchased based on student diagnostic data from STAR EL, STAR reading, and STAR math as well as the weekly interventions and progress monitoring.

Title I funds are spent on supplemental materials to target the core standards in reading, language arts, writing, and mathematics. Staff have attended professional development in areas of Love and Logic, Trust Based Relational Interventions to support positive student outcomes and The 7 Habits of Highly Effective People/Leader in Me. A strong RTI program is in place to aid teachers in providing students with direct instructional interventions in areas of need.



Our district follows federal guidelines in helping coordinate programs for qualifying students for additional assistance that support their success in school. Students who qualify for Title I, ELL, Indian Tutoring, Special Education, Occupational and Physical therapy, and speech are serviced by these programs after qualifying with the respective assessments. These services are provided to students if they are needed or until it is determined they have reached their academic goals. Reading Sufficiency Act (RSA) funds are also utilized for the purchase of materials and for a daytime tutor to work with students in K-3rd grades. Summer school is funded through Title I and RSA for students in K-3rd grade.

Moore Public Schools strives to serve all students 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, 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 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 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 – fund will be used to provide educational supports for students of Native American heritage.
- Special Education – funds will be used to provide educational support for students with learning disabilities including but limited to IEP, 504, OT and PT.
- RSA – This is an Oklahoma State law that provides funding for students in grades K-3 to ensure that students are reading on grade level by the end of third grade.



5. Evaluation and Plan Revision

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

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

To determine the success of Santa Fe's Title I program, performance and non-performance data are reviewed. Data is taken from STAR, OSTP, IXL, behavior referrals, counselor referrals, teacher observations and the needs assessments completed by students, parents, and teachers. All data, except for OSTP and needs assessment data, is reviewed one to two times monthly during RTI meetings. This review of data allows the RTI teams to see if changes need to be made to ensure greater success in reaching our goals. The leadership team tracks our site goals by comparing how students score from the fall to the spring as well as tracking their scores from the spring of the previous grade level to the fall of the current grade level. This will allow us to better evaluate whether our program is successful in servicing students to help them reach benchmark goals.

Data is analyzed multiple times throughout the school year to evaluate instructional practices, determine student growth, analyze achievement, find gaps across grade levels, classrooms, and content areas.



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