



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.

August 31, 2026

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

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

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

School Information	
School Name:	Kingsgate Elementary
School Site Code:	117
Principal Name:	Amanda Kilbourne
Email Address:	amandakilbourne@mooreschools.com
*School Poverty Rate:	75.90%

*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.

Kingsgate Elementary teachers and staff are committed to the involvement of parents in their children's education. Through the Title I program and funds, parents are given opportunities to attend informational meetings and events to give them strategies to increase their students' academic performance in both reading and math.

Kingsgate establishes a committee each year that is made up of teachers, staff, administrators, and parents. This committee is referred to as the Parent Community Advisory Council (PCAC). The goal of the committee is to strengthen the parent involvement component of our school. The committee meets at least once per semester to discuss a plan for upcoming parent involvement activities, as well as, the effectiveness of the Title I program.



Title I PCAC Committee	Stakeholder Group
Jessica Parker	Teacher
Amanda Kilbourne	Admin
Diana Eubanks	Teacher
Kayla Prather	Teacher
Sharon McKee	Teacher
Sarah Chapman	Teacher
Michelle Crittenden	Teacher
Marli Evans	Teacher
Amy Hall	Teacher
Jamie Samples	Teacher
Mikayla Johnston	Teacher
Rae Holland	Teacher
Kayleigh Nelson	Teacher
Rhonda Simpson	Parent
Marissa Babb	Parent



An annual parent informational meeting is held to inform parents about Title I and the services available to them. Teachers, parents and students are asked to evaluate our Title I program and all that it provides through surveys online and in paper format. Title I pamphlets along with parent/teacher/student/administrator compacts, District and Site Parent Involvement Policy, and Parents' Right to Know information is distributed at the beginning of each school year. Parent involvement activities are advertised through notes home, yard signs around our school, emails, school marquee, Peach Jar, Canvas, school and district websites and communication apps. These advertisements and invitations are sent out with plenty of notice and are held at times so that all parents have the opportunity to participate.

Our committee partners with our active PTA, Media Specialist, STEAM teacher and grade levels to provide a variety of activities and engaging themes. Partnering across the school allows the committee to design events that are not only meaningful to our parents but are also designed to be thoughtful and dynamic. We provide events such as Monster Mash Math Night, Bingo for Books, Reading Board Fair, and Kindergarten Readiness. Feedback from parents is important for our decision making as a committee. We gather this feedback through our yearly survey and our event evaluations. The school vision and mission for our students is our Kingsgate Way. The Kingsgate Way is: Be Responsible, Be Respectful, Be Safe. We reinforce our code daily through announcements and through our Kingsgate Way tickets. Students are reminded to follow the Kingsgate Way throughout the day. It is a building-wide vision and mission. Students also recite our Kingsgate Way during morning announcements. This embodies the type of student they are striving to be.

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 is able to translate the Title I Schoolwide Plan to all stakeholders in any language requested. An appointment would be made for the required language specific translator at either the school site or the Moore Public Schools Administration Service Center. This conference is set up through the district's Student Services Department. The Title I Schoolwide Plan is available electronically (as a PDF and Word Document) on the district's Title I webpage and on the school's Title I webpage, as well as printed in the school's Title I Public File. In addition, parents and community stakeholders can request an email or printed copy at any time.



2. Comprehensive Needs Assessment

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

Expectations

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

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

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, as well as Waterford & IXL data to determine individual & schoolwide needs.

See charts below.



OSTP 2025-2026

OSTP READING 3 rd Grade	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Overall Final	31%	24%	45%	0%
General Ed.	20%	16%	64%	0%
IEP	60%	20%	20%	0%
ELL	38%	50%	12%	0%
Hispanic/Latino	35%	25%	40%	0%

OSTP MATH 3 rd Grade	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Overall Final	19%	29%	33%	19%
General Ed.	0%	40%	36%	24%
IEP	60%	10%	10%	20%
ELL	38%	12%	50%	0%
Hispanic/Latino	30%	25%	30%	15%



OSTP READING 4 th Grade	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Overall Final	38%	36%	23%	2%
General Ed.	20%	40%	40%	0%
IEP	67%	20%	7%	7%
ELL	41%	41%	18%	0%
Hispanic/Latino	38%	42%	19%	0%

OSTP Math 4 th Grade	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Overall Final	36%	32%	23%	9%
General Ed.	15%	35%	35%	15%
IEP	73%	7%	13%	7%
ELL	35%	47%	18%	0%
Hispanic/Latino	31%	46%	23%	0%



OSTP READING 5 th Grade	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Overall Final	29%	47%	20%	4%
General Ed.	13%	53%	29%	5%
IEP	67%	33%	0%	0%
ELL	70%	30%	0%	0%
Hispanic/Latino	33%	52%	15%	0%

OSTP Math 5 th Grade	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Overall Final	27%	46%	14%	12%
General Ed.	13%	53%	18%	16%
IEP	56%	44%	0%	0%
ELL	64%	18%	9%	9%
Hispanic/Latino	30%	48%	11%	11%



OSTP Writing 5 th Grade	Approaching Expectations	Near/At Expectations	Achieving Expectations
Overall Final	73%	20%	7%
General Ed.	66%	24%	11%
IEP	100%	0%	0%
ELL	80%	20%	0%
Hispanic/Latino	74%	22%	4%

OSTP Science 5 th Grade	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Overall Final	24%	49%	22%	5%
General Ed.	13%	50%	29%	8%
IEP	67%	22%	11%	0%
ELL	40%	60%	0%	0%
Hispanic/Latino	22%	59%	15%	4%



OSTP READING 6 th Grade	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Overall Final	25%	38%	33%	3%
General Ed.	12%	42%	42%	5%
IEP	54%	31%	15%	0%
ELL	83%	17%	0%	0%
Hispanic/Latino	25%	39%	36%	0%

OSTP Math 6 th Grade	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Overall Final	28	39	28	5
General Ed.	12	49	33	7
IEP	69	15	15	0
ELL	71	14	14	0
Hispanic/Latino	32	32	32	4



STAR EARLY LITERACY, K/1ST

END OF YEAR 2025-2026

STAR EARLY LITERACY GENERAL ED.	URGENT	INTERVENTION	ON WATCH	BENCHMARK
KINDER	6%	6%	9%	79%
FIRST	15%	13%	8%	64%

STAR READING, 2ND-6TH

END OF YEAR 2025-2026

STAR READING GENERAL ED.	URGENT	INTERVENTION	ON WATCH	BENCHMARK
SECOND	0%	12%	8%	80%
THIRD	0%	5%	13%	82%
FOURTH	19%	13%	6%	62%
FIFTH	9%	15%	9%	67%
SIXTH	8%	10%	10%	71%



STAR Math, 2ND-6TH

END OF YEAR 2025-2026

STAR MATH GENERAL ED.	URGENT	INTERVENTION	ON WATCH	BENCHMARK
SECOND	7%	7%	20%	60%
THIRD	5%	2%	2%	90%
FOURTH	4%	27\$	16%	53%
FIFTH	4%	16%	18%	62%
SIXTH	3%	10%	10%	76%



School Data

Total Enrollment	Daily Attendance %	Average Daily Tardies	Free/Reduced Lunch %
361	90.5%	9.4	75.6%

Caucasian	African American	Native American	Hispanic	Asian/Pacific Islander	Other
23%	9%	2%	48%	5%	13%

Teacher Data

0-3 Years	3-5 Years	6-10 Years	11-15 Years	15-20 Years	20+ Years
12	2	6	7	4	2
Bachelor's degree	Bachelor's+15	Master's Degree	Master's +15	Doctorate	National Board Certified
19	3	10	1	0	1

Diagnostic Review: Monthly RTI meetings are held with classroom teachers, principal, special education department head, counselor, administration, school psychologist, and Title 1 staff to determine the effectiveness of specific intervention strategies. This team uses the progress monitoring data to adjust the focus skill for each student. The results of collaboration provide proven teaching strategies that are engaging and address individual needs and learning styles. Student data is collected through benchmark testing, weekly progress monitoring, and teacher observations. Students are monitored and evaluated for these interventions based on formal and informal assessments. Data is tracked through the RTI process and



timely intervention occurs for students who are not performing at a proficient level. Continual data analysis is done during grade level planning throughout the school year.

2025-2026 Oklahoma State Report Card

	School Grade
Academic Achievement	C
Academic Growth	B
ELL Proficiency Progress	C
Chronic Absenteeism	F
Overall	C

Kingsgate's overall grade stayed a C. Kingsgate is trying to combat chronic absenteeism with daily attendance incentives. Each day a homeroom class has 100% attendance they get to color in a letter of the word KNIGHTS. Once all letters spelling KNIGHTS is colored in, they are given an extra recess party.

Kingsgate's perception data is collected yearly from all stakeholders and used to plan for the next school year. Concerns from teachers and parents are taken into account and changes are made to the Title I program. Teachers surveyed this year were happy with the procedures of RTi and felt the help from Title I services were valuable to student achievement and growth. Teachers want expanded PD opportunities next year to include math stations, manipulatives used in math, small group instruction, RTI Interventions, Morphology, State Standards Training. Parents are pleased with Kingsgate overall. However, parents expressed concern about not having enough communication from teachers about academic progress or help with struggling students and they desire to be able to be more involved in school functions. Students' responses to reading, math, technology and parent events were mostly positive. Changes to instruction will be discussed with teachers to make learning in certain areas more hands-on and engaging based off responses from student survey data.



Overall students, teachers, school and community strengths and needs: All instruction is required to be focused on achieving the objectives of the Oklahoma Academic Standards. Title 1 funds are spent on supplemental materials to target the core standards in Reading, Language Arts, Writing, and Mathematics. Teachers are offered a variety of professional development opportunities throughout the year, along with support from an on-site reading specialist. Our district follows federal guidelines in helping coordinate programs for qualifying students for additional assistance that supports their success in school. Students who qualify for Title 1, ELL, Indian Education, Guidance/Counseling, Mental Health services, Free and/or Reduced Lunch, and Special Education, including Speech, are enrolled in the qualifying programs as quickly as possible after evaluations take place. Parent involvement events are offered throughout the school year to support their needs. Teachers and staff at Kingsgate partner with community business leaders and PTA for the events.

Goals: Kingsgate's Title I committee develops, implements, and evaluates our comprehensive schoolwide plan that communicates our purpose, directions, and action plan focused on teaching and learning. The committee meets each semester to discuss and approve site based goals and makes changes if necessary.

For the 2026-2027 school year, 85% of students in grades K-6 will show one year academic growth in reading on STAR, Waterford or IXL by the end of the school year.

For the 2026-2027 school year, 85% of students in grades 2-6 will show one year academic growth in math on STAR, Waterford or IXL by the end of the school year.

For the 2024-2025 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 or math classroom.

Evidence the schoolwide plan is working

Data collection is an ongoing process at Kingsgate. 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 the needs of our students' needs.



Overall Growth STAR 25-26

GRADE LEVEL	STAR EARLY LITERACY 1 YR GROWTH	STAR READING 1 YR GROWTH	AVERAGE GROWTH	STAR MATH 1 YR GROWTH	AVERAGE GROWTH
KINDER	85%		1.5 YEARS		
FIRST	74%	63%	1.3 YEARS		
SECOND		79%	1.2 YEARS	80%	1.3 YEARS
THIRD		77%	1.2 YEARS	88%	1.8 YEARS
FOURTH		64%	1.3 YEARS	57%	1.3 YEARS
FIFTH		59%	1.0 YEARS	67%	1.9 YEARS
SIXTH		78%	0.8 YEARS	80%	1.4 YEARS

Overall Growth Waterford/IXL 25-26

GRADE LEVEL	WATERFORD READING 1 YR GROWTH	WATERFORD MATH 1 YR GROWTH	IXL READING 1 YR GROWTH	IXL MATH 1 YR GROWTH
KINDER	32%			
FIRST	59%			
SECOND	30%	9%		
THIRD			81%	58%
FOURTH			36%	47%
FIFTH			36%	29%
SIXTH			75%	58%



The team, consisting of the Title 1 teacher, admin, school psychometrist, 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. 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.

Teachers & students track data all year long on a spreadsheet that is shared with academic team. Benchmark scores are updated after each benchmark. Waterford and IXL diagnostic levels are tracked and updated monthly. Students keep a data tracking sheet in their Knights binder portfolio and make growth goals for each benchmark or diagnostic and conference with their teacher before testing. Teachers have a Waterford or IXL scoreboard posted outside/inside their rooms. A schoolwide scoreboard STAR growth data is tracked and updated after each benchmark.

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 and evidence based and provides enrichment for high-achieving and remediation for at-risk students. These strategies have proved 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 19-20 for all elementary schools and has a plan for implementing the program through the high schools in the coming years. This allows all students to have access to much needed instruction and exploration in the areas of science, technology, engineering, art and music.

Title 1 funds are spent in ways that support the Title I goals including purchasing 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.



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 continually progress monitor at-risk students to ensure student growth. In addition, data is used to make instructional decisions for whole class, small groups, and individual students, as well as, to measure student growth towards proficiency in the Oklahoma Academic Standards. STAR Reading and Math scores are used to guide intervention and instruction for second through sixth grade students.

Teachers work collaboratively with the planning team to collect data through classroom observations to determine Title 1 placement. The data from all the mentioned resources is 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 decisions are based on student-growth and achievement before students are dismissed from supplemental programs including but not limited to Title1, ELL, Speech, and Special Education.

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.

Response to Intervention (RtI) model is used 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 curriculum. Monthly RtI meetings are held for continual data analysis during grade level planning throughout the school year, which may include the principal, classroom teachers, special education teachers, reading specialist, and school psychometrist.

Title 1 skill-based interventions for below-level students in reading/ELA & math provides the right support for at-risk students. Students are progress monitored weekly and data is reviewed by the planning team, and interventions are changed or intensified based on individual student need.

Kingsgate uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services. Kingsgate used the MTSS model for school-wide procedures and offers ongoing training for teachers and staff by a certified behavior coach. We have a leadership committee, consisting of teachers, a counselor and administrator that help teach, model and guide the rest of the staff, making sure procedures are being followed. Feedback from staff is ongoing and procedures are tweaked or changed as needed to benefit everyone. For our Tier 2 student who need more support in positive behavior changes, a check-in/check-out system was put into place. Six children per week will check-in each morning with our designated person. The students will work to earn smiley faces



throughout the day focusing on specific behavior to be changed. At the end of the day, they will check-out with the same person and discuss their day. Parents were informed before each child started and a contract was signed by parents stating they understand the program. Each week the progress folder is sent home for parents to review.

Kingsgate uses a 4X4 model for RTI interventions. STAR screening reports are utilized to determine which students are at-risk and need intervention. Kingsgate puts all students scoring below the 40th percentile into an RTI group. Instructional planning reports are pulled to determine the most critical skill to be worked on. Each group holds daily interventions lasting 10-20 minutes depending on the skill. Four intervention sessions must be completed before the students are progress 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 all over again. If a student is not making progress or once they have four data points below the aim line, the intervention is changed and intensified. The RTI team, which consists of the Title I teacher, admin and school psychometrist help plan the interventions and progress monitor, making sure they align.

MPS offers a range of extended learning opportunities beyond the school year for at-risk students. Title I summer school is held every June for all students at Kingsgate. RSA summer school is also held every June for students in third grade who have not met RSA requirements. Families are informed through paper invitations, Parent/Teacher conferences, and phone calls from homeroom teachers. STAR is administered throughout summer school to track student achievement. Home schools and parents are notified of student attendance and achievement at the conclusion of the summer program. Kingsgate's Title I and RSA funds are used to provide many E-accessible tools for student use over the summer; MyOn, IXL for 3rd-6th, Waterford for K-2, PebbleGo, PebbleGo Next. Some grade levels also use free student programs such as Prodigy and Xtramath. Kingsgate offers extracurricular clubs such as Tech Team, honor choir, and yearbook club for students.

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, MTSS, 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 through classroom observation and walkthroughs, monthly data 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, in-person and e-book studies, and various workshops such as reading/math Luaus. Kingsgate 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. Kingsgate considers reading and literacy, math, writing across the curriculum, RTI and interventions, classroom management, MTSS, and differentiated instruction to be priorities with professional development in order to reach our school-wide goals.

The Moore District teams with local universities, attends local job fairs, and partners with student teachers for possible future employment. Open positions are posted on the district website. Also, the district provides competitive wages to future teachers. The new teacher orientation process provides a one-day new teacher orientation for all teachers that are new to the Moore District as well as a 2-day classroom management boot camp based on the work of Harry Wong. 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 curriculum coordinators 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 serves 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.

Kingsgate is committed to improving academic outcomes for all students. Title I funds are spent on personnel as well as supplemental materials to target the core standards in reading, language arts, writing and mathematics. Funds are also used to host parent involvement events to support parent education. Additionally, funds secured through the Reading Sufficiency Act (RSA) are used to coordinate targeted instruction and provide RSA Summer School for qualifying individuals in third grade.

Title I funds at Kingsgate are used to hire a certified reading specialist and Title I highly qualified assistant. This allows students in grades K-3 to be served in a small group intervention setting. Students are able to fill gaps in knowledge, meet RTI goals, and increase district benchmark and OSTP scores.

These resources are directly related to improving student outcomes and meeting the school-wide goals for Kingsgate. As funding allows Title I will purchase reading and math materials designed to increase academic achievement in regard to core instruction and interventions as determined by the needs assessment. These materials also increase the effectiveness of both whole-group and small-group reading and math instruction. Materials are often hands-on practice that is highly engaging for students. Teachers are able to check out these materials to use in their classrooms for student use and interventions.

As funding allows, Title I will purchase appropriate programs, software or equipment to help meet the technological needs of teachers and students. This allows for authentic technology lessons to be conducted in the classroom setting. Professional development is also held, based on funding, to increase teacher competencies in technology education.



The Title I Teacher, with the help of a volunteer committee of teachers and parents, will design numerous opportunities for parent involvement such as Monster Mash Math Night, Bingo for Books, Reading Board Fair and Kindergarten Readiness. Parent Funds are used to support these events and provide materials for parent education in the areas of reading, language arts, writing and math.

Kingsgate uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services. Kingsgate used the MTSS model for school-wide procedures and offers ongoing training for teachers and staff. We have a leadership committee, consisting of teachers, a counselor and administration that help teach, model and guide the rest of the staff, making sure procedures are being followed. Feedback from staff is ongoing and procedures are tweaked or changed as needed to benefit everyone. For our Tier 2 student who need more support in positive behavior changes, a check-in/check-out system was put into place. Six children per week will check-in each morning with our designated person. The students will work to earn smiley faces throughout the day focusing on specific behavior needs. At the end of the day, they will check-out with the same person and discuss their day. Parents are informed before each child started and a contract was signed by parents stating they understand the program. Each week the progress folder is sent home for parents to review. This process allows for every student to be monitored and specific needs addressed frequently.

Kingsgate uses the Response to Intervention (RTI) model to provide skill specific intervention to students who are below grade-level in Reading and Mathematics. Data is used to make instructional decisions for whole class, small group, and individual students. Monthly RTI meetings are held with a team consisting of classroom teachers, ELL teacher, Special Education department head, principal, psychometrist, and Title I teacher. During the RTI meetings, intervention strategies are discussed and tweaked to improve student learning. Teachers monitor students performing below grade-level expectation in Reading and Mathematics and use the data to measure effectiveness of the intervention used with the students. STAR Reading and Math benchmark data is used to measure student growth towards proficiency in the Oklahoma Academic Standards.

Students receive services based on their STAR (universal screener for both reading and math) scores and classroom performance. Classroom teachers, special education teachers, guidance counselor, speech-language pathologists, ELL teacher, Indian tutor and the Title I teacher administer assessments and analyze data in order to best identify the needs of the students. Students' progress is monitored continually, and all parties communicate on a regular basis to track the effectiveness of instruction and interventions. During the monthly RTI meetings, special education teachers, guidance counselor, speech-language pathologists, ELL teacher, and Indian tutor work closely with the classroom teacher to determine the intervention strategy needed to meet the specific needs of the students receiving their services. The students receive these services until their support team determines that they no longer qualify and/or require the service. (Additionally, funds secured through the Reading Sufficiency Act (RSA) are used to coordinate targeted instruction, fund tutors, and provide Summer Academy for qualifying individuals in grades K-3.)

Moore Public Schools strives to serve any and all students who might be in need of academic, social, emotional, and/or special education services at any point during their education through Title I, Title III, Title IV, Indian Education and/or Special Education. Utilizing the Child Find Program, we identify students in



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

Moore Public Schools works with all school sites and programs to ensure that funds from State and Federal programs are being used in the way they were intended. 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.

Title I site base meetings are held every fall and spring and are attended by the Title I committee, principal, assistant principal, other staff members, district coordinator, and parents. The purpose of these meetings is to inform all stakeholders about the Title I program and to monitor and adjust the schoolwide plan. Short- and long-term goals for student outcomes are discussed in the fall as well as an overview of the current year's program, budget, site goals for the year, parent involvement plan, and professional development plan. The spring agenda includes a review of the Title I program for the current year. Topics include what worked and what did not work for the year, budget breakdown, needs assessment results, professional development that was offered, an overview of next year's program, site goals for next year, and the approval of Kingsgate's compact and parent involvement policy. Grade level benchmark growth data is reviewed and discussed in the winter and spring to monitor Title I site goals for the year.

Kingsgate determines high-quality implementation of our Title I program through the evaluation and progression towards site goals, RTi data, and stakeholder surveys. Student growth data is evaluated in December and March to see how students and teachers are progressing towards meeting site goals in reading and math. Teaching strategies are discussed and changed or modified based on benchmark data for each class. RTI intervention data is analyzed monthly and adjusted as needed, based on individual student needs. Stakeholder surveys are completed each spring to evaluate our program and parent events. Programs offered to students are also evaluated by the students and parents. Perception data is analyzed



as well as demographic data. The Title I program is modified and revised to meet the changing needs of our school regularly which results in overall student achievement and learning. Site goals are not adjusted at this time for Kingsgate. The current reading and math goals are not met with consistency year to year. The goals will remain the same until they are met by multiple grade levels for a minimum of two consecutive years. The technology goal is met each year. These goals will stay the same as voted on by the Title I committee each spring.

During the September In-Service, classroom teachers evaluate the previous year's STAR end of the year benchmark for each student as well as OSTP data. Students who have growth gaps or who did not meet end of the year grade-level expectations are given an intervention plan. District RTI manual and STAR CBM establishes RTI Norms for all teachers as well as inform teachers of the expectations for RTI data keeping. Preliminary intervention strategies are determined and discussed with grade-level teachers, as well as classroom teachers from the previous school year. The Title I teacher works during the September In-Service with classroom teachers to provide feedback as intervention strategies are determined that meet RTI criteria that will increase student learning. These students with the greatest needs are given an intervention plan that is researched based. The classroom teachers are provided with help to develop differentiated instruction and effective small group instruction that will meet the needs of the students. The Title I teacher provides support to the classroom teachers throughout the year to determine patterns of student achievement, growth and changes in growth gaps across classrooms, grade levels and content areas. Data from the STAR fall benchmark is used to determine the students with the greatest need of intervention. Kingsgate's leadership and staff write SMART goals for each of the students performing below expectations for their grade level. Research based interventions are determined for each student for interventions. Classroom teachers and Title I teacher delivers interventions in small groups each day.

RTI Data meetings are held monthly focusing on student achievement data, growth, and changes in growth gaps across classrooms, grade levels and content areas. Interventions at increasing levels of intensity are given to students with the greatest needs and are modified or changed based on the progress and growth of each student to ensure student achievement. Organic conversations among classroom teachers, site principals, Title I teacher, Special Education department head, school psychometrist, and counselor, continue, evolve, and develop throughout the year regarding effective instruction in reading and mathematics for all students. Grade level teachers work together to implement strategies based on overall student achievement data. Research based curriculum is used across content areas. Effective teaching is monitored by site principal and the reading specialist through classroom observation and walkthroughs, monthly data meetings, and overall student achievement.

At Kingsgate Elementary, teachers are supported and encouraged to facilitate professional development for other teachers to show what they have learned. Vertical team meetings focus on the Oklahoma Standards for each grade-level and content area. Classroom teachers provide achievement data for students at the beginning of the school year. In December, student benchmark data is evaluated to determine if student growth is meeting the goals. Intervention strategies and classroom instruction are adjusted in order to meet the goals by the end of the year. Student growth is evaluated and examined again at the spring benchmark and at end of year by teachers, Title I, and administration.

