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

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

2026-2027

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

08/13/2026

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:	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:	Houchin
School Site Code:	120
Principal Name:	Amanda Robinson
Email Address:	amandarobinson@mooreschools.com
*School Poverty Rate:	91%

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

Instructions

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

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

1. Parent and Community Stakeholder Involvement

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

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

Expectations

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

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

1. Houchin teachers and staff are committed to the involvement of parents in their children's education. Through Title I funds, parents are given opportunities to attend informational meetings and events to give them ideas and strategies to increase their students' academic performance. The committee meets once per semester to discuss and plan for upcoming parent involvement activities, as well as, the effectiveness of the Title I program. 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, emails, district and school websites, Parent Square, and communication apps. Houchin also uses the Accelerated Reader/Parent Connect (Grades 1-6) which allows parents to log into the website and view their child's Accelerated Reader reports. These reports show the child's reading level, which books have been read, and their performance on tests taken. Prodigy (Grades 1-6) is available to students and parents from home for

those who have Internet access. Online gradebooks are provided for teachers to input scores and parents can gain login information anytime through the school's office. Parents are informed and encouraged to gain access to their student's grades via notes home and intercom announcements during parent teacher conferences. Parent Teacher conferences are twice a year; one in the fall and one in spring. Accommodations are made for parents who cannot attend during designated conference times and scheduled around their availability. An annual Title I information meeting is planned at the beginning of each year with notices being sent out on Back-to-school night and reminder notes the first few days of school. Teachers communicate with parents daily through phone calls, emails, mailings, and Parent Square messages. Communication is documented within each teacher's logbook. The Parent-Teacher Association provides a monthly calendar of events for parents to inform them of things occurring within the school or community. Parental involvement events are scheduled throughout the year to encourage them to be active learning partners.

2. Each semester, we hold a Parent Community Advisory Council (PCAC) meeting. Parents, teachers, and principals are invited to attend. During these meetings we discuss ideas for parent involvement events, ways to increase attendance at events, and activities to have at these events. Once the events are completed, we ask for event evaluations to be completed to receive immediate feedback for the event and look at ways to improve it for the next school year. We also ask for feedback at the end of each school year through a survey. These surveys help us to know if the Title I Parent Involvement events we held were meaningful and helpful to the parents. We then use the information to plan next school year's events.

3. Everyday our students recite the following statement: As Houchin Bulldogs, we will remember to be safe in our space, respectful of others, and responsible for ourselves and our surroundings. This mission statement is recited as a reminder to all to follow our PBIS guidelines we have in place. Each of the categories- safety, respect and responsibility are the vision of our staff and students. Each rule, procedure and consequence that is taught at Houchin falls under one of the categories. Our PBIS Steering Committee developed this statement to be straight to the point, easy to remember, and applicable to all ages our school serves.

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

2. Comprehensive Needs Assessment
☒ By checking this box, the school principal certifies that the 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.
Data is collected through classroom observations, various assessments, and progress monitoring to determine the strengths and needs of students. The previous years' OSTP scores are used to determine grade level needs and additional resources required. STAR EL scores are used to guide intervention and instruction for kindergarten and some first-grade students in Reading and Mathematics. STAR Reading, STAR Math, Waterford, and IXL scores are used to guide intervention and instruction for first through sixth grade students. Teachers continually progress monitor at-risk students to ensure student success. Attendance data is monitored by the school counselor, administrators, and teachers and used to identify students and families who are at risk for limited academic progress. The district and school sites work closely to support families and encourage regular school attendance. •The planning team consisting of administrators, teachers, reading specialists, and special education teachers gather and organizes data related to the focus areas. The data sources for reading and math are STAR, STAR

EL, Waterford, IXL, and OSTP. In addition, teachers use weekly progress monitoring data and unit assessments from district approved curriculum. Students who score below benchmark on STAR or STAR EL are placed on an RTI plan. The students that score in need of intensive intervention are placed in Title I intervention groups.

Performance Data:

Percentage of students showing at least one year of growth as measured on STAR EL, STAR Reading, IXL, or Waterford

YEAR	KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE	6TH GRADE
26-27							
27-28							
28-29							

Percentage of students showing at least one year of growth as measured by STAR Math, IXL, or Waterford

YEAR	KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE	6TH GRADE
26-27							
27-28							
28-29							

Title 1 Data Profile

Student Enrollment by Gender

YEAR	TOTAL ENROLLMENT	NUMBER MALE	PERCENT MALE	NUMBER FEMALE	PERCENT FEMALE
25-26	549	263	48	286	52
24-25	573	325	56.72	332	57.94
23-24	626	300	47.92	326	52.08

Student Enrollment by Ethnicity

YEAR	TOTAL ENROLLMENT	PERCENT BLACK	PERCENT AMERICAN INDIAN	PERCENT HISPANIC	PERCENT ASIAN/PACIFIC ISLANDER	PERCENT WHITE	PERCENT OTHER
25-26	549	15	3	37	2	26	17
24-25	681	15.71	2.06	34.95	.59	27.31	18.21
23-24	626	22.52	11.34	20.77	1.92	43.45	0

Students Eligible for Free and Reduced Lunch Program

YEAR	NUMBER OF STUDENTS ELIGIBLE	PERCENT OF POPULATION
25-26	500	91
24-25	576	92.68
23-24	479	90.89

Students Participating in Title I Program

YEAR	NUMBER OF STUDENTS	PERCENTAGE OF POPULATION
25-26	549	100
24-25	611	100
23-24	626	100

Students Identified as English Language Learners (ELL)

YEAR	PROGRAM ENROLLMENT	PERCENT OF STUDENT POPULATION
25-26	108	16.6
24-25	112	16.45
23-24	106	16.93

Teacher Education

NUMBER OF CERTIFIED TEACHERS	NUMBER OF PARAPROFESSIONALS	
37	11	

Teacher Turnover Rate

YEAR	NUMBER OF RETURNING TEACHERS	NUMBER OF NEW TEACHERS	PERCENTAGE OF TURNOVER
25-26	25	12	32%

Certified teachers' strengths and weaknesses acquired from teacher survey.

• Certified teachers rated the overall effectiveness of Houchin's Title I program very effective.

• Certified staff felt that offering services for older students would be beneficial to Houchin students.

Certified teachers feel they need more professional development in the areas of phonemic awareness and phonics (specifically upper grades), effective small group instruction beyond RtI, differentiation strategies for students above and below grade level, and support for teaching ELL students.

Parent Surveys: Parents were asked to rate the various programs within the school, as well as their overall satisfaction with the Title I program. They were also asked about the areas of instruction they felt needed improvement.

• Parents feel that the library and parent involvement events have been very successful this year. Parents indicated they are satisfied with the Title 1 reading specialists and Title 1 assistants small group instruction.

• Parents indicated that Houchin needs the most improvement in reading instruction, followed by math with technology instruction being the area of least need.

Student Surveys: Students were asked to rate the various programs available and their overall satisfaction with the Title 1 programs and materials.

• Students indicated that they most enjoy instruction from our librarian.

• Students indicated that they enjoy using Title 1 provided iPads and Chromebooks for reading and math, as well as, enrichment activities such as IXL.

• Students indicated that Title 1 sponsored family events are important to their continued learning.

Detailed analysis of performance and non-performance data for each student subgroup.

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

English Language Arts

GRADE LEVEL	PERCENT BELOW BASIC	PERCENT BASIC	PERCENT PROFICIENT	PERCENT ADVANCED
3RD GRADE	69	23	9	0
4TH GRADE	62	26	10	1
5TH GRADE	47	33	16	5
6TH GRADE	35	55	9	1

Math

GRADE LEVEL	PERCENT BELOW BASIC	PERCENT BASIC	PERCENT PROFICIENT	PERCENT ADVANCED
3RD GRADE	59	31	10	0
4TH GRADE	51	31	9	9
5TH GRADE	48	47	4	1
6TH GRADE	59	35	6	0

Student, teacher, school and community strengths and needs

The students have a strong understanding of technology and how to use it for research and various other learning activities. However, students need more core instruction in the areas of math and reading. Teachers have a strong understanding of the RTI process and believe that this process promotes student success and growth. Teachers need professional development in the areas of Data Documentation and small group instruction in reading.

Houchin is working to increase positive behavior interventions which will help to increase student academic success. Houchin needs to strengthen community involvement and interest in school activities and academic growth.

School leadership, in collaboration with families and community stakeholders

Houchin ‘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. Data collection is an ongoing process at Houchin. We utilize achievement and statistical data to evaluate the success of our plan. Student achievement data from the OSTP and STAR is collected throughout the year and compared to

previous data. This data is used to monitor the success of our program and evaluate whether our goals are being met. This data drives instructions to improve our schoolwide program and meet our students' needs. Our Title I Committee has determined that the goals for 2026-2027 school year are as follows:

* Reading Goal: By the end of the school year, 80% of Houchin Kindergarten-6th grade students will demonstrate at least one year of growth as measured by STAR EL, STAR Reading, IXL, or Waterford.

* Math Goal: By the end of the school year, 80% of Houchin Kindergarten-6th grade students will demonstrate at least one year of growth as measured by STAR Math, IXL, or Waterford.

* Technology Goal: Students will engage in hands-on technology-integrated learning through the use of Newline interactive panels, Chromebooks, iPads, laptops, document cameras, and OSMOS learning tools to enhance and support academic achievement.

*Parent Involvement Goal: By the end of the school year, parents and family participate in Title I sponsored events and activities at Houchin Elementary will increase by 10% compared to the previous school year, as documented by the sign-in sheets.

Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.

Percentage of students showing at least one year of growth as measured on STAR EL, STAR Reading, IXL, or Waterford

YEAR	KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE	6TH GRADE
26-27							
27-28							
28-29							

Percentage of students showing at least one year of growth as measured by STAR Math, IXL, or Waterford

YEAR	KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE	6TH GRADE
26-27							
27-28							
28-29							

STAR Reading and Math is used as benchmark assessments throughout the school year. This data is analyzed during data meetings with Teachers, Reading Specialists, and Administrators to create plans for instruction and intervention. Students that are below benchmark are placed on an RTI plan. Teachers and Title I staff work together to ensure that students are achieving academic growth.

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 addresses 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. Curriculum programs that have been adopted include evidence-based strategies on multi-tiered levels. 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 with the curriculum and pacing calendars provided by our district curriculum department to plan instruction. Teachers, Reading Specialists and Administrators meet regularly to collaborate in vertical/horizontal teams and analyze collected data. Moore Public Schools provides Title I Summer School each year as an extension to the school year. Families are informed through paper invitations, Parent/Teacher Conferences, and phone calls from home room teachers. STAR is administered throughout summer school to track student achievement. Home schools and parents are notified of student attendance and achievement at the end of the summer program. STAR is used as benchmark assessments throughout the school year. This data is analyzed during data meetings with Teachers, Reading Specialists and Administrators to create plans for instruction and intervention. Laptops, iPad and other technology devices are used to increase engagement, motivation and achievement through multiple online subscriptions. STEAM classes were added to the special's rotations in all elementary schools to enhance and enrich higher level thinking. This program encourages students to create, invent and pursue 21 century ideas. These programs collect data that is analyzed to provide specialized instruction. Surveys are conducted with our teachers, students and parents near the conclusion of the school year to evaluate the effectiveness of our technology curriculum and online programs.

2. All instruction is required to be focused on achieving the objectives of the Oklahoma Academic Standards. Research based textbooks and curriculum materials selected for all core instruction are purchased based on the objectives being met in the published materials. All schools in the district follow the schoolwide Title I guidelines. These guidelines provide services for students, professional development for teachers, and parent involvement for the community. Title I funds are spent on supplemental materials to target the core standards in Reading, Language Arts, Writing, and Mathematics. Moore Public Schools uses the Response to Intervention (RTI) model to provide skill specific intervention to students who are below grade-level in Reading and Mathematics. In addition, data is used to make instructional decisions for whole class, small groups, and individual students, as well as, to measure student growth towards proficiency in the Oklahoma Academic Standards. Classroom teachers provide instruction for all students through whole group, small group and individual learning interventions as needed. Teachers work with small groups of students for intervention based on behavioral and academic data. Student data is collected through benchmark testing, weekly progress monitoring, and teacher observations. Students are monitored and evaluated for these interventions based on formal and informal assessments. Data is tracked through the RTI process and timely intervention occurs for students who are not performing at a proficient level. Teachers can attend district and/or site level on-going professional development in the areas of individualized instruction and/or instructional strategies. Students have access to many resources that provide additional assistance throughout the day. These services include Title I intervention, before/after school tutoring, ELL tutoring, Indian tutoring, speech services, special education services, and summer school. Students

are identified for these programs using appropriate assessments. The site will determine appropriate instructional strategies through on-going evaluation of the data that is collected throughout the year.

3. 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 I, ELL, Indian Education, Guidance/Counseling, Mental Health services, Free and/or Reduced Lunch, and Special Education, including Speech, are enrolled in the qualifying programs as quickly as possible after evaluations take place. The students receive these services until their support team determines that they no longer qualify and/or require the service. Additionally, 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. Outside services that benefit from achieving state standards include grants, community partnerships, volunteers, and tutors. These services help improve academic achievement district-wide. Moore Public Schools uses the Response to Intervention (RTI) model to provide skill-specific intervention to students who are below grade level in Reading and Mathematics. In addition, data is used to make instructional decisions for whole class, small groups, and individual students, as well as, to measure student growth toward proficiency in the Oklahoma Academic Standards. The Instructional Planning report from STAR reading and math is used to make decisions about specific skills instruction for students scoring below benchmark on STAR reading and math. This report is used by classroom teachers and Title I reading specialist to determine skill-based interventions for academically at-risk students.

4. The intervention team strives to help teachers and students find positive solutions for inappropriate behavior. One of the keyways we do so is by working with teachers to create safety plans for struggling students. Resources and assistance are also available when classroom procedures become ineffective.

5. The RTI 4x4 model is used to make decisions regarding the level and length of student participation in tiered supports. The teacher must have 4 intervention sessions before progress monitoring. The student must receive 4 data points above or below the line to change interventions. The teacher must identify the most critical skill and stick with that skill until mastery. The progress monitoring tool must directly match the skill being addressed during RTI.

6. Title I offers summer school for kindergarten through second grade. Summer school is held at two elementary schools that are in a central location making it possible for parents to easily drop off and pick up their students. Title I summer school is taught by highly qualified teachers who focus on supporting reading and math development and growth. The Moore Title I coordinator provides resources for teachers and students to maintain curriculum consistency. Students are also provided with breakfast and lunch as well as reading materials that encourage continued reading throughout the summer. SRA provides summer school for all third-grade students across the district. SRA teachers are district reading specialists. The SRA coordinator provides curriculum and resources that support reading and math. Students are provided with breakfast and lunch as well as reading materials that encourage continued reading throughout the summer. The ELL department provides summer school for students that need additional language learning support. These students are provided with experiences and opportunities to engage in small group activities

and curriculum which serves to enhance their learning capabilities. ELL summer school is taught by district ELL teachers. Students are provided with breakfast and lunch. Houchin offers an archery team and girls and boys basketball teams. These teams provide opportunities which allow students to develop skills in teamwork and individual goals for performance growth. To be a part of these teams, students must maintain a specific grade point average as well as appropriate behavior. Parent Square is used by teachers to communicate with parents and provide newsletters and project information that students can do at home. Houchin also uses the Accelerated Reader/Parent Connect (Grades 1-6) which allows parents to log into the website and view their child's Accelerated Reader reports. Students have access to Prodigy math, StarFall, and MyOn. These programs may be utilized by students at home as well as at school.

7. A yearly professional development plan has been developed at the district level as well as the site. 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 I 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. 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. After a professional development activity has been completed, teachers are surveyed to determine strengths and weaknesses from the professional development attended. Teachers are then encouraged to share professional development learned with others on their team and with the faculty. They can be provided with a substitute and release time to attend professional development off site and are sometimes provided with a stipend to attend in district professional development. Implementation of learned strategies is monitored by the site principal and the reading specialist/literacy coach through classroom observation and walk-throughs, periodic data meetings, mentor teachers, and overall student achievement. At the site and district level, teachers are supported and encouraged to facilitate professional development for other teachers to show what they have learned. Professional Development opportunities include Teachers Need Teachers Day, Site Improvement Day, and various workshops such as reading/math Luaus. Teachers have individual professional development plans based on their TLE professional growth goals, as well as the district wide requirements. Some of the required trainings are Blood Borne Pathogens, Diabetes, Child Abuse, ELL, School Safety, and McKinney-Vento Homeless Student training. All training is documented on the computer. Decisions for professional development are driven by subject area data and individual site student needs based off STAR, OSTP, and individual teacher observations. After professional development has been attended and strategies are implemented, each site monitors assessment data to determine if the strategies were effective. To support new staff, previous workshops and book studies will be revisited. Teachers who are using the strategies effectively can share with the staff through different methods such as videotaped lessons. Professional development on your plan is available for all, as well as mentor teachers for entry year teachers. In the coming school year, areas of focus will be based on beginning of the year assessment data and the released OSTP scores from previous school year.

8. The process for ensuring instruction to be delivered by Qualified Teachers begins with the interview process that focuses on skills needed for specific grade levels and content areas. Moore Public Schools pays a competitive salary, as well as, providing a monetary incentive of steps on a salary scale for teachers that achieve higher degrees and for years

of experience. Moore Public Schools has a commitment to provide highly qualified instruction for all students, in all content areas. Curriculum and textbooks are current and up to date. Resources and professional development opportunities are provided each year for new teachers to learn the current curriculum. Staff development opportunities are offered throughout the district during the year. Teachers choose various workshops that are specific to their content needs in conjunction with the required yearly points/ sessions. These workshops provide instruction and enrichment for both the teachers and paraprofessionals to continue to instruct at the highly qualified level. Organic conversations continue, evolve, and develop throughout the year about instruction and reading, math, and technology goals, which can lead to Title 1 funds being utilized to attend specific professional developments when request is made and aligned with highly qualified goals and site focus goals. The Moore District has procedures in place to ensure the hiring of highly qualified teachers that meet the qualifications for vacant positions.

Moore Public Schools holds a yearly convocation at the beginning of each school year for all teachers, faculty and staff to discuss and learn about our yearly focus and goals. There is constant communication between district leadership and schools. The community in Moore supports our district teachers and schools through donations. The Moore Public Schools Foundation provides grants to teachers each semester. Moore Public Schools offers opportunities for teachers to continue their education by providing on-site cohorts with local Universities. The sites with the highest needs are provided with an instructional coach.

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.
1. Title I funds are used to employ a reading specialist, district literacy coach, and a highly qualified paraprofessional. The reading specialist's primary focus is working with academically at-risk students as determined by STAR reading and math data. The district literacy coach is utilized at Houchin to assist teachers with instruction and RTI procedures and processes which directly support student academic growth. Title I paraprofessionals works with academically at -risk students under the direct supervision of the classroom teacher and guidance from the reading specialists. These personnel are utilized to directly support students and teachers and impact on student success and growth. Title I funds are also used to provide whole group, small group and individual student learning materials and resources that directly impact student growth and success. Teachers are encouraged to utilize these resources to enhance student interest in academic activities. These materials and resources are used for RTI instruction and support as well. Title I funds are used to purchase technology. This technology includes iPads, Newlines, and Chromebooks which are used by students and teachers to enhance learning and student success. Students are encouraged to use these devices for Canvas,

Seesaw, research, writing, Prodigy, and MyON. This technology plays an integral part in students' ability to achieve success and knowledge. Title I funds are used to provide Professional Development for teachers based off the survey given at the beginning of the year. Parent Involvement activities are funded by Title I as well.

2. PBIS has been implemented at Houchin to improve and support academic and behavior success for all students. This team-based approach provides for a school-wide system of positive behavior support. Implementation of PBIS serves to improve school climate which directly impacts student learning, growth and success. Classroom teachers, special education teachers, the guidance counselor, the speech pathologist, ELL teachers, and the Title I teacher administer and analyze assessments to identify the needs of our students. They work closely together to coordinate schedules so that the needs of the students can be met in the least restrictive environment. Some of these services employ the use of tutors or paraprofessionals to implement intervention strategies. All certified staff and paraprofessionals can attend the staff development provided by the district or site.

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

4. 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

• SRA – 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 include 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.

1. The Title I committee is composed of the reading specialists, administrators, teachers and parents. Site-based meetings are held in the Fall and the Spring each year. In the Fall meeting, the committee discusses the available funds and how best these funds should be used to support student academic growth and parental involvement activities. The purpose of the committee is to involve all stakeholders in the decision-making process. Yearly goals are also discussed and determined for reading, math, technology and parental involvement.

2. In the Spring meeting, stakeholders are informed as to how Title I funds were utilized for student growth and success. Prior to this meeting data is collected from students, teachers and parents to determine the perceived success of the Title I program. Stakeholders are presented with this information at the Spring meeting. Student STAR data is compared from Fall to Spring and shared to show student and school academic growth because of RTI instruction. The committee also chooses the next school year's reading, math, technology and parental involvement goals. As a committee, the stakeholders discuss improvements that need to be made to the program, as well as accomplishments. Goals are adjusted as determined by the committee and based on the data gathered from STAR, OSTP, and surveys.

3. An In-Service day is held in September to focus on school leadership and effective instructional strategies. These meetings are attended by all certified school personnel. The previous year's data is shared and analyzed to determine the strengths and weaknesses in instruction. Grade-level teams are encouraged to set SMART goals for their instructional year. They are also charged with creating a plan for achieving these goals. The Title I reading specialist and literacy coach work with teachers to develop plans that will enhance student learning and success. Teachers are given instructions and guidelines for appropriate RTI procedures and processes. Teachers are encouraged to utilize the Title I resource library to assist with RTI, small group, and whole group instruction. STAR Data is analyzed monthly in collaborative meetings with teachers, administrators, reading specialists, and the literacy coach Student achievements are monitored on an ongoing basis to determine the need success of the RTI process. Teachers' progress monitor students who are on an RTI weekly to determine instructional success. The reading specialist and literacy coach monitor student growth and assist teachers with instructional strategies to promote academic success in reading and math. Grade-level teams meet weekly to plan and discuss the needs and success of instruction. Teachers use this time to collaborate and encourage new ideas and techniques to enhance the curriculum in all areas of content. Student data is analyzed to determine how to best meet the academic needs of all students.