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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - E9 - 0123 BODINE ES - Priority

Project Period: 7/1/2017 - 6/30/2018

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Schoolwide Plan

**Plan
submission
due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Legislation:

ESSA, Section 1114

Regulations:

Designing Schoolwide Programs, Non-regulatory Guidance, March 2006
LEA and School Improvement, Non-regulatory Guidance, June 2006

OSDE

**Program
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Needs Assessment Step 1: Identify Planning Team (*Must include at least one parent and one teacher.)

ESSA Section 1114(b)(6) requires that the plan be 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.

Name of Site Principal

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group



Needs Assessment Steps 2-6

Step 2: Clarify Vision for Reform

Prior to collecting and analyzing data, the planning team in conjunction with the school staff should meet and discuss the vision for reform. The collective vision should define student success. The goals and programs identified in the Schoolwide/School Improvement Plan should align with this vision. Funds should be used based on assessment of needs and aligned with measurable goals.

Oklahoma Nine Essential Elements, #7, #9

Describe school's vision for reform. (765 of 2000 maximum characters used)

We will be focused on the use of the Marzano Focused Teacher Evaluation Model that consist of Standards-Based Planning, Standards-Based Instruction, Conditions for Learning, and Professional Responsibilities. Our Title 1 funds will be paying for an Instructional Coach that will be working with grade level teams as well as individual teachers, on the implementation of the State Academic Standards. Our main goal for Bodine is to raise the academic rigor that will result in student academic success. We have also used our funds to supplement a full time site based counselor. Two classroom assistants to ensure that our lowest academic students receive on going support. Technology for all testing grades, this will make each classroom one on one with technology.

Step 3: Create School Profile

The school profile is a data-driven description of the school's current status. At a minimum, schools should assess the current status in the focus areas which significantly affect student achievement: student needs, curriculum and instruction, professional development, family and community involvement, and school environment and organization.

Oklahoma Nine Essential Elements, #7, #9

Describe the process for creating and using a school profile. (756 of 2000 maximum characters used)

Based on the data from last year we will continue to focus on the curriculum and professional development to meet the students academic needs and the needs of the staff. Our professional development will focus on the State Academic Standards to ensure that our teachers are teaching the requirements to meet their students academic needs. We will continue to work with our parents and community to ensure that all the students needs are met. Our leadership team will be utilizing a survey based upon our current data, the survey results will drive our academic and professional development. Will we continue to use the academic vocabulary, required reading list, and accelerated reading program to track student academic progress along with Lexia and MyOn.

Step 4: Identify Data Sources

The planning team is responsible for gathering and organizing data related to the focus areas in the school profile. Quantitative and qualitative academic data (benchmarks, common formative assessments, progress monitoring), and non-academic data (student surveys, attendance, suspensions, graduation rates, etc.) should be used.

Oklahoma Nine Essential Elements, #2, #4

Describe school's available data sources. (662 of 2000 maximum characters used)

At this time we will continue to use Fountas and Pinnell, and LLI kits. We will be purchasing MyOn Reading, Lexia and Accelerated Reading as a curriculum tool that provides an on going motivational program on a per student bases, that will increase the love of reading per student on an individual bases. AR is a program that allows for testing, placing and monitoring on a leveled reader basis. As students read and test they earn points based on their individual scores, they are then able to use those points thru a commerce system. This program supports a climate conducive to performance and excellence on an individual reading level through grades K - 6th.

Step 5: Analyze Data

As the planning team analyzes the data, the gaps between the current status of the school and the established vision for reform should become more apparent. The strengths, weaknesses and need should become the basis for goals and strategies that should be developed in the written Schoolwide/School Improvement Plan. Results of the data analysis should be summarized and presented to all stakeholders.

Oklahoma Nine Essential Elements, #2, #9

Describe the process for collecting, analyzing and summarizing data. (731 of 2000 maximum characters used)

2017-2018, individual classroom data walls will be created and maintained by the classroom teachers updated weekly/monthly as well as teacher and student data notebooks and student planners. A school wide data area will be created and maintain/updated by all instructional staff and building administrators. Administrators will ensure accountability by conducting focus walks frequently. Instructional coach will guide the staff on the use of data during weekly PLC's as well as provide PD for areas of need. School wide, as well as grade level data will be used to drive curriculum and instruction. Individual student data will be collected from Renaissance Learning, Fountes and Pinnell, Mastery Connect and previous OCCT scores.

Step 6: Schoolwide flexibility/Consolidation of Funds. [ESSA, Section 1114(b)(7)(B)]

Schoolwide schools may use the flexibility available to them to coordinate and integrate services, or combine most federal, state and local funds to provide these services with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. If implementing schoolwide flexibility, describe the activities and services the school implements when it coordinates federal, state and/or local funds. If implementing consolidation of funds, also describe how the intent and purpose of each consolidated program is met.

(38 of 5000 maximum characters used)

515 are not combined with other funds.

Reform Strategies - ESSA, Sec. 1114(b)(7)(A)(i)-(iii)

Reform strategies are instructional strategies that 1) provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards; 2) 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; and 3) 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.

Oklahoma Nine Essential Elements, #1, #2, #3, #8

Guiding Questions

Evidence-based Strategies

- What evidence-based strategies are being used in the classroom?
- Which instructional strategies should be utilized to meet the needs of the students?
- What data is collected to determine if instructional strategies are effective?
- How is the use of various instructional strategies monitored by the administration?
- Are daily objectives posted in the classroom using student friendly language?
- Have teachers been trained to support the core academics in their own subject matter?

Curriculum Alignment

- How is curriculum aligned with Oklahoma Academic Standards?
- Are students knowledgeable of Oklahoma Academic Standards?
- Have teachers created curriculum maps and/or pacing calendars?
- Do teachers collaborate in horizontal and vertical teams?

Extended Learning Time

- What extended day/year opportunities are available for students?
- What procedures are in place to encourage attendance of extended day/year opportunities?
- What procedures are in place to monitor student achievement in extended day/year programs?
- How do the extended day/year teachers collaborate with regular classroom teachers?
- What is being done to strengthen the core academic program at the school?

Assessment

- What benchmark assessments are used to monitor student achievement?
- How are the benchmark results used to drive instruction in the classroom?
- Have the schoolwide programs ensured that all students at the school have the opportunity to reach the state's satisfactory and proficient levels of learning?

Technology

- How has technology been utilized in the classroom?
- How has technology been effective in increasing engagement, motivation and achievement?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Reform Strategies, if applicable.
- What research-based curriculums will be used to support reading and math Oklahoma Academic Standards?
- What supplementary instructional materials will be utilized for student interventions/extensions?

Describe the reform strategies (1995 of 5000 maximum characters used)

The school climate has changed dramatically over the past four years due to parent, teacher, student and administrator conferences, student lead parent/teacher conferences, the use of PBIS, and district support. At this time our goal is to increase the academic landscape of the all grade levels PreK-6th. The entire faculty and staff will focus on the state and local standards. We will utilize individual student data to drive the individual student academic goals. We will utilize the state and district designated curriculum, via the administrators, academic coaches, through on going Professional Development and training. We will continue to use the district TLE department through the use of onsite training with our PLC's and to meet individual teacher needs. At this time our onsite curriculum is LLI kits, Fountas and Pinnell, Everyday Math, MyOn, Benchmark Literacy, Lexia and we will supplement with Novel Studies and Weekly Reader to include but not limited to science, social studies, language arts, and current events, along with Accelerated Reading. Novel Studies will be done using classroom sets of novels purchased this year in conjunction with our Guided Reading program. Through the purchase of one-to-one technology for our third through sixth grade we hope to allow the students more access to student academic programs such as Accelerated Reader, Myon, and Lexia. We will continue to monitor the student data and it will continue to drive our instructional choices. The use of novels will allow, for alignment with universal themes, cross-curricular studies, and allow for the students to deconstruct each novel while building a higher level of academic vocabulary. Our use of funding towards lead mentors at our site will help teachers to asses data, gain knowledge of all district mandated programs such as, Benchmark Literacy, Myon, FOSS Science, and Social Studies. 515 funds are going to be used to purchase chrome books and provide Scholastic News for our students.

Monitoring/Compliance Documentation

- Evidence that reform strategies are being implemented and effective including curriculum mapping documents, extended day/year data, and core curriculum assessment data.

Qualified Teachers - ESSA, Section 1111(2)(J)

LEAs will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Also, LEAs will ensure that high poverty or low performing schools are not staffed with disproportionately high numbers of teachers who are ineffective, inexperienced or out-of-field.

A qualified teacher must hold a minimum of bachelor's degree; obtain full Oklahoma certification or an Oklahoma teaching license; and demonstrate subject matter competency in each of the academic subjects in which the teacher delivers instruction. Qualified paraprofessionals must have completed at least 2 years (48 credit hours) at an institution of higher education; obtained an associate or high degree; or completed the Oklahoma General Education Test (OGET) or the ParaPro or Work Keys Test and achieved a passing score.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Do all teachers and paraprofessionals at the school meet the qualification requirements in the State of Oklahoma?
- If not, what action plan has been developed to assist the teachers/paraprofessionals in reaching qualified status?
- Does the school offer incentives for advanced degrees and/or National Board certification?
- Have all parents been notified of their right to request information regarding the qualifications of the qualified teachers and paraprofessionals?
- Has a template been created for notifications to parents when students are taught by a non-qualified teacher for more than four (4) weeks?
- Have data charts been created to display qualified data including degrees earned and years of experience?

Describe the process for ensuring instruction is delivered by Qualified Teachers. (71 of 5000 maximum characters used)

At this time all positions are filled with a highly qualified teachers.

Monitoring/Compliance Documentation

- "Parents Right to Know" notification letter
- Sample parent notification regarding Highly Qualified status
- Data collection tools for HQT information

Professional Development - ESSA, Section 1114(b)(7)(A)(iv)

High quality professional development (PD) focuses on improving student achievement by elevating teacher, principal and other school personnel quality through evidence-based strategies. This professional development should be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals and parents. PD activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused activities designed to improve instruction and use of data from academic assessment.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Has a yearly professional development plan been developed? Were the teachers involved in the decision making?
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- What procedures are in place to follow-up on each professional development activity?
- How is implementation of strategies learned in professional development monitored?
- How are teachers supported and encouraged when implementing strategies learned in professional development?
- Do teachers have individual professional development plans? Do administrators?
- How are the individual plans developed? Does data drive the professional development decisions?
- Are stipends and/or substitutes provided for teachers attending professional development?
- Are teachers encouraged to facilitate professional development?
- How has professional development affected instruction? Does the data support this?
- What sustaining efforts are in place to support new staff with previously learned professional growth?
- What focused area(s) of need will be in addressed through professional development in the coming school year?
- How will staff be supported and encouraged when implementing strategies learned in professional development?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Professional Development, if applicable.
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- How is implementation of strategies learned in professional development monitored?
- How are stipends and/or substitutes provided for teachers attending professional development?
- How has professional development affected instruction? Does the data support this?
- What focused area(s) of need will be addressed through professional development in the coming school year?

Based on the comprehensive needs assessment, describe the focus of the school's professional development plan. (220 of 5000 maximum characters used)

Marzano Focused Teacher Evaluation Model, TLE, Classroom Management, New Oklahoma State Standards, State Academic Vocabulary, Required Reading List, Writing in the Classroom, FOSS Science, MyOn, Lexia, Accelerated Reader

Monitoring/Compliance Documentation

- agendas and attendance records of professional development
- documented monitoring and follow-up of professional development activities
- summaries of professional development
- site professional development plan
- individual professional development plans
- charts or graphs created to collect the professional development data

Teacher Recruitment/Retention - ESSA, Section 1114(b)(7)(A)(iv)

Employing qualified teachers in high poverty and low-performing schools is important for the sustainability of the schoolwide program. Therefore, the schoolwide/school improvement plan should describe the strategies it will use to recruit and retain effective teachers, particularly in high need subjects.

Oklahoma Nine Essential Elements, #8

Guiding Questions

Recruitment:

- Has a strategic recruitment plan been developed?
- What marketing strategies have been used to recruit teachers to the district?
- Have positions been posted on school and district Web sites?
- Has recruiting through local institutions of higher education been considered?
- Have local career fairs been promoted? Has the district participated as a vendor?
- Has the school partnered with a neighboring school district to recruit teachers?
- Have future teachers in the community been identified?
- How have teachers been encouraged to apply for positions within the district?

Retention:

- What is the process of new teacher orientation?
- How does an established mentoring program serve new teachers? Does it serve teachers for the first three (3) years?
- How does teacher collaboration support new and experienced teachers?
- How are teachers included in decision making, planning and resource allocation?
- How are teachers encouraged to obtain advanced degrees and/or additional certifications?
- How are teachers encouraged to become National Board Certified?
- What incentives are offered to teachers to work in high poverty, low-performing schools?

Describe the recruitment and retention plans. (339 of 5000 maximum characters used)

Going into the 2017-2018 school year we are fully staffed with a highly qualified teachers in every classroom. Along, with one UTPA student teacher for the 2017-2018 school year. We have retained one teacher assistant to work with our grades third through sixth, and one certified teacher assistant to work with grade kinder through sixth.

Monitoring/Compliance Documentation

- written plan for recruiting and retaining teachers
- evidence of recruiting efforts (i.e., job postings, career fairs information, marketing strategies)
- evidence of retention efforts (i.e., teacher mentoring programs, incentives, teacher collaboration)

Parent and Family Engagement - ESSA, Section 1116(a)(2)

Parent and Family Engagement is essential in creating schoolwide plans. Stakeholders should be viewed as academic partners who participate in student/teacher/parent conferences and are invited to participate in other school committees. It is essential that schoolwide/school improvement plan contain strategies to include parents in decision making, invite parents to participate in meetings and committees, and involve parents as academic partners.

Oklahoma Nine Essential Elements, #5

Guiding Questions

- Has a site Parent Involvement Policy and Parent-School Compact been created? (This must be site specific and different from the district policy.)
- How are the policy and compact distributed to the parents? Updated annually?
- How are parent involvement opportunities evaluated?
- How are parents surveyed regarding parental involvement activities?
- How are parents notified of parent involvement activities?
- What specific training or resources are available for parents on how to help their child academically?
- Has an online gradebook been developed? How are parents assured access?
- Have parents been informed of state standards?
- How often do teachers communicate with parents through phone calls, emails and mailings? How is this communication documented?
- How often are Parent-Teacher conferences scheduled? Are they held at accessible times?
- Has an annual Title I parent informational meeting been scheduled? How will parents be informed?
- How will parents be encouraged to become active learning partners in their student's academic, social/emotional and behavioral development?

Describe the school's strategies for increasing parent and family engagement. (1298 of 5000 maximum characters used)

The Parent-School Compact is created with our parent volunteers and the Leadership team. It is distributed to our parents during our first open house and parent involvement night. We also include it with our first Bobcat Newsletter to ensure that those parents that could not attend receive a copy. Parents are notified of all parent nights through the newsletter, flyers, robo calls using recorded phone messages and also in text and emails and student invitations. During our 'Around the Word with Bodine Elementary', our first parent night, we had different venues set up for parents to get information regarding after-school programs such as boy scouts, whiz kids, bible studies, and girl scouts. The parents meet with the classroom teachers to discuss the academic requirements for their students. They received copies of the academic vocabulary, required reading list, MyOn, Lexia and Accelerated Reading instructions that can be accessed at home as well as a copy of the vocab notepad. They also received instructions on how to gain access to our student online programs purchased through our Title 1 funding. Parent - Teacher conferences are held according to the district requirements, parents are notified through the newsletter, flyers, robo call, and contact from the classroom teacher.

Monitoring/Compliance Documentation

- copy of the "Notification to Parents of the Annual Parent Title I Informational Meeting"
- agenda and attendance list for the "Annual Parent Title I Informational Meeting"
- parent survey or other evaluation tool regarding parent involvement activities
- examples of site/parent communication
- copy of notification to parents regarding student achievement reports and test scores

- copy of notification of title I programs and opportunities

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 2MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

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Student Transition - ESSA, Section 1114(b)(7)(A)(v)

This component emphasizes the value of creating a coherent and seamless education program for all children in the school, but particularly for those at risk of not meeting the challenging State academic standards. Though the guidance only specifically addresses services to preschool children in the transition from early childhood programs to elementary programs, activities are encouraged at critical transition points at all grade levels to support students and parents with changes in curriculum, instruction and procedures.

Oklahoma Nine Essential Elements, #4

Guiding Questions

- What are critical transition points at the site (i.e., Pre-Kindergarten, Elementary to Intermediate, Intermediate to Middle)?
- How are counselors involved in the transition strategies?
- Have Parent Orientation Nights been developed?
- What procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures?
- Have summer grade-level transition camps been held at the school site?
- Do staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement?
- How often do staff members meet vertically?
- How does the staff facilitate transition strategies?
- What procedures are in place to receive new students to the school?
- Have documents been created to identify transition points, grades affected and coordination efforts?
- How has professional development affected instruction? Does the data support this?

Describe the student transition strategies. (1187 of 5000 maximum characters used)

*Our administrators and school counselors work hand in hand to allow each child to transition smoothly from elementary to middle school. A parent night was set up at the middle school for all students to meet and greet faculty and staff. A student/parent meeting was held at the elementary school to allow for all student to select their electives. We had representatives from the middle school present to explain and describe all electives and possibilities for all students. *All students are allowed to work with a partner in the upcoming grade to allow for an easy transition from grade to grade. Check lists were set up for all students to allow parents a better understanding of the academic standards for each grade level. All teams vertical and horizontal were involved in developing the above academic standards lists. *All new students were welcomed by our site based counselor and placed with a student partner from our member of our student counsel / leadership team prior to attending class.*Our site chose the "Student Voice, Student Aspirations" program. This program allowed for all student Pre-K through Sixth opportunities to be district, school, and class leaders.

Monitoring/Compliance Documentation

- copies of letters, flyers, and/or mailings notifying parents of transition activities
- attendance records of parent meetings regarding transitions
- evidence of vertical teaming among faculty (i.e. agendas, minutes, curriculum maps)

Teacher Inclusion in Data Decisions

Teachers need current and ongoing assessments such as observation, benchmarks, formative assessments and summative assessments that describe student achievement. In a schoolwide school, teachers should not only be involved in the assessment selection and creation process, but should be provided with professional development that increases their understanding of the assessment tools and how to use the results to improve instruction.

Oklahoma Nine Essential Elements, #2, #7

Guiding Questions

- Do teachers receive professional development on the multiple ways to disaggregate data?
- Do teachers receive professional development on how to change instruction to meet the needs of students identified by the data?
- Are these changes monitored and evaluated for improved student achievement?
- Have teachers been encouraged to hold regular data meetings analyzing student assessments and reviewing student work with other teachers?
- Are assessments regularly evaluated for effectiveness?
- Has a chart been created showing the types of assessments, the timeline of implementation and the intended purpose?
- Identify the formative and summative assessments that will be used to measure student growth towards proficiency of Oklahoma Academic standards.
- What steps will be taken to collect and analyze student data from formative/summative assessments?
- How will teachers apply student data to strengthen classroom instruction?

Describe school's process for including teachers in choosing assessments and collecting and analyzing data. (662 of 5000 maximum characters used)

Prior to school starting, all teachers received staff development on desegregating student data. Once data was desegregated, vertical and horizontal teams began planning according to state and district standards. Professional development was scheduled according to the data outcomes. For example, Myon Reading, Lexia, TLE, Daily Five, Cafe, Complaint Free World. Our school wide goal was to raise the rigor, student academics success, and at the same time change to climate to a more positive one. Our goal is to facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all state and federal requirements.

Monitoring/Compliance Documentation

- copies of assessments used and evidence the assessments align to Oklahoma Academic Standards
- description of how assessment results are used to improve instruction
- copy of the site assessment calendar

Student Interventions - ESSA, Section 1114(b)(7)(A)(iii)(I)-(III)

Effective and timely evidence-based interventions should be provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards.

Oklahoma Nine Essential Elements, #3, #4

Guiding Questions

- What are teachers doing to meet the learning needs of all students in the classroom?
- How will strategies such as Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), Differentiated Instruction (DI) or flexible grouping be used effectively in classroom(s)?
- What training have teachers received on individualized instruction and/or varied instructional strategies?
- How do students receive additional assistance during the school day?
- How are students identified for these programs?
- How are students monitored and evaluated for these interventions?
- How are extended day/year programs evaluated for effectiveness?
- What type of documentation is collected to ensure that timely interventions occur for students who are not achieving at a proficient level?
- What steps will be taken for identifying students for academic and behavioral interventions?
- How will the site determine appropriate instructional strategies?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Student Interventions, if applicable.
- What steps will be taken for identifying students for academic and behavioral interventions?
- How are students monitored and evaluated for these interventions?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

Describe school's academic and behavioral interventions. If applicable, describe 1) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students skills outside the academic subject areas; 2) the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (1210 of 5000 maximum characters used)

Through the use of early testing, and the use of appropriate data, we are able to identify those students who are or could be at risk. We believe that we have hired a professional faculty and staff. Through our programs we have put policies and procedures in place for a safe, high rigor, stable learning environment for all students. We have developed in the area of parent contact, at this time we have a working relationship with the majority of parents, though the use of parent involvement nights, news letters, robo calls, student work folders, after-school extra curricula programs. We have worked diligently with parents to identify those students that need to be on RTI and those that may need testing. We have developed a school wide policy and procedure document that puts all faculty, staff, student, and parents on the same page. Our goal is not to suspend , but to allow students the opportunity to learn in the least restrictive environment. Our after school programs begin in the early fall and end at the end of the school year. We no longer have a high rate of discipline problems. We have learned that engaging students in high interest classwork is our biggest deterrent to poor behaviors.

Monitoring/Compliance Documentation

- written assessment and intervention plan
- evidence of monitoring and evaluation of students receiving additional assistance
- evidence that additional assistance supports curriculum and is aligned to Oklahoma Academic Standards

Submit

The application has been approved.

Consistency Check

Lock Application

Unlock Application

Consistency Check was run on:	10/3/2017
LEA Data Entry submitted the application for review on:	10/3/2017
LEA Administrator submitted the application to OSDE on:	10/3/2017
Program Review completed on:	10/4/2017
Final Review completed on:	10/5/2017

Selectable Application Print

The application has been approved. No more updates will be saved for the application.

Requested Prints will be processed on the hour, from 8:00AM to 8:00PM, Monday Friday. Once completed, a link to a PDF will display on the Right Side of the page under Completed Printed Jobs. Applicants may save this PDF to their local computer, and print as desired.

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