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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - D5 - 0154 CLEVELAND ES
Project Period:	7/1/2017 - 6/30/2018
Cycle:	Original Application
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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 Contacts:	Debbie Pham, Program Specialist Email: Debbie.Pham@sde.ok.gov Phone: 405-522-1929
	Shelly Ellis, Executive Director Email: Shelly.Ellis@sde.ok.gov Phone: 405-522-3263

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	Marsha Stafford
Person Completing Plan	Marsha Stafford

Name	Marsha Stafford
Constituent Group	Principals

Name	Elizabeth Weber
Constituent Group	Teachers

Name	Leslie Scrivner
Constituent Group	Teachers

Name	Carly Duerr
Constituent Group	Teachers

Name	Jennifer Grizzle
Constituent Group	Teachers

Name	Alicia Hunt
Constituent Group	Teachers

Name	Sherri Smith

Constituent Group	Teachers
Name	Jennifer Defee
Constituent Group	Teachers
Name	Tashombia Newman-Adams
Constituent Group	Student Support Services Staff
Name	Falisha Melott
Constituent Group	Parents

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. (705 of 2000 maximum characters used)

Cleveland Elementary's vision for reform emphasizes both high expectations and academic excellence. To achieve our goals we increase student engagement through the use of technology in the classroom, visual and performing arts, project based learning, and student led instruction. Our strategies for success include vertical and horizontal planning, best practices in the classroom, professional development, and parental involvement. Per District guidelines and goals, additional resources and personnel will be provided by Title 1 funds. Our reform will be guided by student data and we will continue to involve our community and parents in all planning to ensure that needs of all students are met.

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. (1037 of 2000 maximum characters used)

Cleveland's leadership team analyzes a variety of data before making decisions on our school needs. Data collected includes; OCCT - test scores are distributed at the beginning of the year and teachers identify each individual student they currently have and how they performed on the previous year's test. Also, the school identifies the bottom 25% of students who scored low so that those students are targeted and interventions are in place. District Benchmark tests - Edusoft provides one benchmark to be analyzed by class, students, groups, and standards. STAR - a reading and math screener to be given three times a year. Unit tests - These tests are analyzed to ensure they align with the other assessments. Attendance - collected by teachers and reported to the office. All classrooms have a data chart posted with attendance. Formative and Summative Assessments - Teachers are required to have learning goals posted daily; students are assessed in direct correlation to these goals and tracked throughout the school year.

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. (936 of 2000 maximum characters used)

Data collected includes; OCCT - test scores are distributed at the beginning of the year and teachers identify each individual student they currently have and how they performed on the previous year's test. Also, the school identifies the bottom 25% of students who scored low so that those students are targeted and interventions are in place. District Benchmark tests - Edusoft provides one benchmark to be analyzed by class, students, groups, and standards. STAR - a reading and math screener to be given three times a year. Unit tests - These tests are analyzed to ensure they align with the other assessments. Attendance - collected by teachers and reported to the office. All classrooms have a data chart posted with attendance. Formative and Summative Assessments - Teachers are required to have learning goals posted daily; students are assessed in direct correlation to these goals and tracked throughout the school year.

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. (418 of 2000 maximum characters used)

We take multiple assessments throughout the year to analyze. Some assessments are taken annually, quarterly, and weekly. We then analyze by class, groups, individual students, specific skills, bottom 25% and student growth. This data helped us determined intervention support in reading and math. Our teachers also used this data to determine which resources were appropriate to provide for students at all levels.

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.

([count] of 5000 maximum characters used)

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 (2624 of 5000 maximum characters used)

Great Expectations-Cleveland Elementary was recently named a Great Expectations Model School for the fourth year in a row. At the present time, all of our teachers have received Great Expectations Methodology training. A+ School-Arts Integration- Cleveland Elementary is also an A+ Oklahoma school. Currently, all teachers are trained in A+. OKA+ provides our school with professional development each year This training helps teachers think more creatively about how to present our curriculum using hands on learning and project based learning.Small group instruction,Guided Reading, backwards planning, lead literature teacher, bookroom, classroom librariesPhonics InstructionMarzano's Teacher-Leader instructional strategiesCleveland's curriculum is aligned with the new Oklahoma standards plus the OKC standards. This year our staff will develop backwards planning in guiding their lesson plans. Teachers and the principal collaborate together each week in their PLC meetings. During faculty meetings and professional development days, teachers will plan in horizontal and vertical teams.Cleveland's students have many before and after school opportunities to enrich their academic learning. Some of these activities include: chess, sewing, music, bell choir, art, orchestra, odyssey of the mind, drama, homework tutoring. OKC Public Schools also provides intersession three times during the year for remediating students who are struggling in reading and math. Teachers collaborate with intersession teachers to determine which skills need to be reviewed for participating students. Our school district also provides summer school for those students not showing sufficient growth.OKC schools uses the STAR reading and math assessments. These assessments are given three times during the year. Our teachers use easyCBM to progress monitor. Our Pre-K teachers use the ELQuA assessment to monitor progress. Unit tests, authentic assessments, formative tests, and teacher observations are used to determine instruction.Technology is integrated in the core curriculum. All classrooms have smartboards, document cameras, chrome books, desktop computers, I pads, and the school has a computer lab. This year students in third grade through sixth grade conducted student led conferences. This year our school is planning to purchase additional chrome books and ipads to enhance the core curriculum. We are also purchasing an online subscription called Brain Pop. The district is providing an unlimited amount of books online available to students anytime and anywhere. The program is called myON.

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 bacherlor'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 Qualifed Teachers. (356 of 5000 maximum characters used)

Currently, all teachers are highly qualified. One teacher is National Board Certified and two teachers have masters in Administrative Leadership. The principal encourages university student observers and student teachers to come to Cleveland to complete their university requirements. Many times we have hired our student teachers as classroom 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. (1677 of 5000 maximum characters used)

During the spring of 2016, our classroom teachers completed a professional development survey expressing their needs in PD. Our staff also discussed during a faculty meeting how they best like to experience professional development. Our teachers prefer face to face rather than online training. They also prefer opportunities where they can share collaborative research based strategies. We will provide stipends to lead mentor, lead math and lead literacy

mentors.This year our school will use Title 1 funds to have our Great Expectations mentor, Betty Flurry, come to our school two times. She will continue to mentor us in GE best practices as we continue to strive for Model status. Cleveland ES is also an Oklahoma A+ demonstration school. Our staff receives one annual workshop each year and the principal and our A+ rep will attend the A+ conference.This year the OKCPS district has adopted many new materials. Our staff will have more training on small group instruction using a book room. Along with our new book room, we will also have training on myON reading. Teachers will continue to have training on our Marzano Model for Teacher Leadership during faculty meetings or PLC meetings. Teachers will conduct Peer Observations and discuss educational strategies. As a staff, we will continue to receive technology training on the use of our Chrome Books and Google Drive. The OKCPS IT department will assist us with the training. Safety training will be conducted through our online video training. Courses include; CPR, Blood Boarne Pathogens, Child Abuse, Fire safety to name a few. Teachers can review and test these courses on their own time.

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. (593 of 5000 maximum characters used)

Cleveland ES recruits highly qualified teachers in several ways. The principal attends the District Career Fair each year to meet and greet potential highly qualified teachers. Another way Cleveland recruits teachers is by partnering with local universities in hosting student teachers. A third way is by posting positions on our district website. When a new teacher is hired at Cleveland, the teacher is assigned a mentor teacher. This year the district is sponsoring a new mentoring program. During their first year, these new teachers will meet monthly with their mentor and principal.

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. (938 of 5000 maximum characters used)

Cleveland ES has a very involved parent organization. They have an executive board that meets monthly. They plan events throughout the year and this year, with the loss of our Art teacher, our community is raising money to fund art teachers from the community to instruct our students. Our school will partner with the OKC Arts Council to meet this loss of teacher allocation. Our policy and Parent, Student, School Compact is distributed during enrollment. At the beginning of each school year, a "Back to School" day allows teachers to share ways to help their children be successful in school. Grade level newsletters and email blasts keep parents informed of current learning goals. Parent-Teacher conferences are held twice a year. Grades third thru sixth hold student-led conferences.Title I funds will be used for light refreshments for parent education events and paper, ink and toner for parent informational materials.

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. (320 of 5000 maximum characters used)

Cleveland has been hosting Smart Start for the past three years. We will continue to invite our two or three year old students to our school library four times during the year. This program helps the students become familiar with our school which helps them become excited and comfortable in their first day of school.

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. (1728 of 5000 maximum characters used)

Oklahoma City Public Schools provide the district with a detailed calendar of all yearly assessments in order to help teachers with their instructional teaching plan. To measure student growth towards proficiency of Oklahoma State Standards, teachers use both formative and summative assessments. Formative assessments occur often during the week. They include writing assignments, running records, teacher made assessments and projects. Summative assessments are given three times a year using STAR 360 reading and math. Data is collected from each test to give classroom teachers a snapshot of student progress toward meeting the standards. Analyzing data from assessments allows our teachers to assess the test itself and decide if it is a good source of data. After analyzing the data from multiple sources, a plan is put in to place for each student to ensure student success. Teachers also use this data to organize their small group reading and math instruction, response to intervention, tutoring, and possible retention. This data also reveals to the teachers which areas of instruction need to be strengthened and which professional development they should attend.Teachers have been trained to disaggregate data in multiple ways. All teachers use the STAR 360 Reading and Math test. Teachers in grades third through sixth examine and analyze the annual OCCT. The teams determine the bottom quartile students and assign them to staff members to be supportive of them throughout the year. Teachers meet once a week during PLC time to discuss data and student growth. Teachers and students keep data notebooks to chart their progress. Data is posted outside each teachers' door and in our conference room.

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?

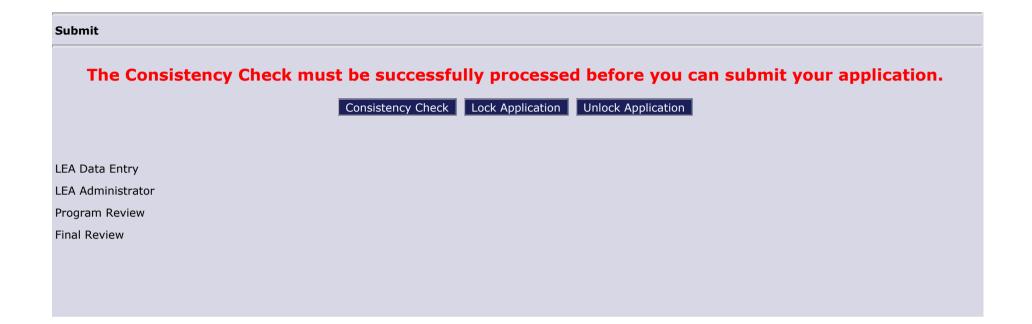*School Improvement - required for sites in designation*

- 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. (2483 of 5000 maximum characters used)

Teachers at Cleveland ES work diligently to meet the needs of all students. Reading interventions include small group guided reading instruction delivered by the classroom teacher, remedial specialist, special education teacher, and the ELL assistant. All intervention programs are based on benchmark progress and the progress small groups are making. Additional intervention time is provided for students scoring in the at-risk category. Phonics teaches students the relationship between written languages and sounds so that they can use it to read and write words. Students who receive a strong instruction in phonics will be better at decoding and spelling. Explicit, systematic instruction in phonics is much better than a random, nonsystematic phonics instruction. We also use LLI reading kits to be used in small group instruction in helping students be successful in reading. A new reading bookroom will be used during guided reading time.If a student continues to struggle after small group interventions, they are placed on a Response to Intervention plan. This plan will be created between home and school. This plan allows the teacher to closely document the interventions and modifications that each struggling student receives. Oklahoma City Public Schools also offers intersession three times a year for these students. Our district evaluates the effectiveness of intersession through student attendance and progress monitoring of our students. If progress is still being made, a student will be recommended for special education. Students

on IEP's have their plans reviewed annually. Teachers will continue to receive training on Marzano's nine effective strategies, differentiated instruction and Response to Intervention. Teachers will also receive training this year in guided reading and backwards planning. Math interventions include math facts, Everyday Math games, manipulatives, and smartboard activities. Small group math instruction will also be encouraged.Science interventions include the use of our FOSS science curriculum, experiments, hands on learning, graphing, outdoor gardening, and community field trips will be used to teach the science standards in all grades. Our outdoor garden is used by classrooms to make predictions, measure and graph the growth of the plants and stating procedures. Writing interventions include writers workshop, individualize instruction, peer proofing, writing journals and writing a newspaper.

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 Consistency Check must be successfully processed before you can submit your application.

Consistency Check   Lock Application   Unlock Application

LEA Data Entry

LEA Administrator

Program Review

Final Review

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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