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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - C3 - 0215 EUGENE FIELD ES - Focus 2

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  
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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

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## 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. (600 of 2000 maximum characters used)

The vision for reform is for all students to score proficient on the OCCT. We believe that all children have the ability to learn, and we will provide interventions to them when needed. There will be accountability and clearly stated goals for staff. Teachers will consistently use data to help plan lessons and intervention groups. This data will be used to assist the students in writing their own educational goals. Parents will be an integral part of the educational process. We want parents to feel comfortable coming into the school to volunteer or to be active in their child's education.

### 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. (494 of 2000 maximum characters used)

During Professional Learning Committee meetings and grade level meetings, the data will be analyzed to determine which students need intervention for specific skills. This information will be used to form intervention groups and to help teachers develop lesson plans. Quarterly grade level data meetings will be held to determine if changes need to be made to intervention groups. Data will be desegregated to determine student needs, instructional focus, and professional development needs.

### 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. (247 of 2000 maximum characters used)

Students will be given STAR 360, Benchmarks, OCCT, Edusoft, Unit Tests, Accelerated Reader and mini assessments. These data sources help determine how students are placed into intervention groups and what skills will be taught during intervention.

### 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. (389 of 2000 maximum characters used)

The information is downloaded, graphed and disaggregated during grade level meetings. The data will be compiled, by grade, teacher and student, in data notebooks. The students will also use these data notebooks to record their progress towards their learning goals. The teachers then use the data for intervention groups. These groups are fluid and change as the students' needs change.

**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.

(1716 of 5000 maximum characters used)

We have formed a reading committee with several members of Crossings Community Church. They have purchased the Fountas and Pinell Assessment to test the reading levels of our 1st grade students. The students will be retested quarterly. They also purchased site licenses for Reading A to Z. This site has many resources for the teachers. Once the reading levels are determined, leveled readers are printed off A to Z for the students. The volunteers come in weekly to help work with the students. Title I funds are used to fund salaries for one full time parent liaison, one part time Instructional Coach, one part time counselor and one classroom assistant. The full time parent liaison works with the parents to help insure that their educational concerns are heard. The Instructional Coach works with the teachers on best classroom practices, Response To Intervention, data collection and professional development. The counselor will work with individuals, small groups and whole classes. The classroom assistant works in classrooms during intervention times to allow the teachers to work with small groups. Title I funds are used to purchase Renaissance Learning subscriptions. These programs are used in the computer lab and in the classrooms to reinforce and assess what is being learned in the classroom. Title I funds are used to purchase supplemental materials that are used to reinforce instruction. Some of these materials are: Accelerated Reader program is used by all grade levels to reinforce skills; class sets of books and listening center books, and Follet Library Resources are also used by all grade levels, and other supplemental materials to differentiate learning in math and reading.

## 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 (1628 of 5000 maximum characters used)

Reform Strategy #1: All teachers use test scores, including pre- and post-test results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate. All assessment instruments used are aligned with the Oklahoma Academic Standards. Reform Strategy #2: Teachers will use academic vocabulary during lessons and on word walls to increase students' test taking abilities. The word walls in classrooms are interactive and are used weekly by the teacher and the students. Reform Strategy #3: The teachers will meet individually with Instructional Coach and principal for a data meeting once a month. Teachers will highlight the three lowest skills for each student in order to place them into intervention groups. Skills are aligned with the Oklahoma Academic Standards. Reform Strategy #4: Using data collected from STAR 360, OCCT, unit tests and mini assessments, students will be placed into intervention groups for intensive help. Intervention groups change as data is reviewed. Title I Funds will be used for teaching assistant to support the classroom teacher. Chromebooks, Smartboards, MyOn reading program as well as Accelerated Reader will be used for increasing engagement and academics as part of our reforms. An Instructional Coach will be available to work with teachers to enable them to better understand the data and to be able to effectively use it to form intervention groups, focus instructional strategies and to supplement the curriculum to meet students' needs. Technology- Chromebooks and chart increase engagement and student access to the world beyond the classroom.

**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. (529 of 5000 maximum characters used)

All teachers and paraprofessionals that work at Eugene field Elementary School are highly qualified. Parents are notified yearly at the annual Title I Parent Meeting of their right to request information regarding the qualifications of highly qualified teachers and paraprofessionals. If a class has been taught for more than 4 weeks by a non-highly qualified teacher, a template letter has been created to be sent to parents explaining the situation and to assure them that every effort is being made to address the situation.

### 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. (846 of 5000 maximum characters used)

Marzano training, curriculum website training, Everyday Math training, STAR 360, RSA, Differentiated Instruction, Professional Learning Communities, and Great Expectations training will be provided throughout the year. According to the needs assessment, these are the topics that need to be covered. We have also created a yearly professional development plan that utilizes the many talents of our staff and district. The instructional coach will then follow up with

individual teachers as needed after the training. The teachers also write their own individual professional growth plans for independent study and we meet periodically to discuss their progress. Human Resources to be hired to assist with increasing student achievement by teacher growth through professional development: Lead Mentor Lead Literacy Lead Math Instructional Coach

**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. (836 of 5000 maximum characters used)

All jobs are posted on the district website. We are actively recruiting at job fairs and through University education programs. We contact the Urban Teacher Program periodically to see if they have any highly qualified candidates. New teachers attend the district orientation. They also are scheduled for Great Expectations training. We have a lead Mentor Teacher in the building that will work with new teachers in the building. We provide support and professional development to new teachers. Each new teacher is paired with a mentor teacher. All teachers work in grade level teams. All teachers receive detailed and meaningful feedback from the Marzano evaluations. The instructional coach will also be available to assist and support the new teachers with curriculum, planning, data and any additional collaboration needed.

#### 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. (3022 of 5000 maximum characters used)

We have a written Parent Involvement Policy and a Parent-School Compact. They are distributed to the parents at the Annual Title I Parent Meeting. We also send out a parent survey and utilize the data to help make decisions. Our school also has an active Parent Teacher Association and Community Action Board that assists with fundraisers and decision making. We will employ a parent liaison to assist with communication and meeting parents' needs to support our families as they support their children's educational needs. We alert parents to parent involvement activities with a monthly calendar, a note sent home in both English and Spanish, and an all school telephone message. (Paper, Ink and Toner are purchased to be able to provide materials to send fliers and calendars home and to print handouts for meetings.) The following activities are planned for Parent/Community Involvement: Back to School Night - July 28, 2016 - Parents and students are invited to come meet the teachers and find their child's classroom. Sunbeam, PTA, and Stand for Children hand out information to parents. Open House - August 9, 2016 - Parents are invited to visit their child's classroom and receive information from the teacher regarding expectations and curriculum. Smart Start - 1 class per month - Parents are invited to bring their young children who are not yet in school and participate in monthly activities to help prepare them for school. This is a monthly activity where parents and children learn a new activity, the children receive a snack and each child leaves with a book. There is a sign in sheet kept each week. PTA Meeting - Group meets monthly - Parents are invited to attend these meetings to voice their opinions on how to help the school and on any concerns they might have. Parent Teacher Conferences - September 2, 2016 and February 10, 2017 - Parents will be given the results from various formal assessments and samples of students' work will be shared. Annual Title I Parent Meeting - September 15, 2016 - Parents are invited to hear about our goals for the school year and to ask questions regarding those goals. Fall Carnival Night - November 3, 2016 - Families will be invited to enjoy the games and food. Read Across America Reading Event - Parents will be encouraged to read with their students so they can reach their goal. Spring Festival - Families will be invited to celebrate the end of testing with games and activities. Summer Reading program -

Reading packets will be sent home with every student with activities and books. Parents will be encouraged to read with their students and help them with the activities. Literacy Nights - TBA - Parents will be invited to participate in literacy activities put on by the teachers. Smart Start Program 9 monthly activities for families with young children-literacy focus Materials for parent outreach will be purchased: markers, pencils and dry erase tools. Paper/toner and ink will be need for communications with families

**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. (985 of 5000 maximum characters used)

We have a Back to School Night prior to the school year starting. Parents are invited in to the school and they are able to meet their child's teacher and receive information about the upcoming school year. Preschool students are already involved in school wide activities and assemblies. Preschool teachers meet vertically with kindergarten teachers to ensure they are teaching skills that will allow a smooth transition. Counselors from the middle school come to meet with the 6th grade students to discuss how the school day works in middle school. They also pre-enroll the students on that day. Smart Start is a program that brings parents and young children into the school setting once a month for nine months. They participate in activities, snacks and stories with the instructor. Each child goes home with a book. Teachers meet in vertical team meetings several times a year in order to evaluate what they need to work on with students to transition to the next grade.

### 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. (809 of 5000 maximum characters used)

Teachers meet in weekly grade level PLC meetings to discuss current academic assessments they will use to drive instruction in the classroom and build intervention groups. The data is further broken down for individual students during the teachers individual data meetings held once a month. The assessments used for data collection are STAR 360, OCCT, district benchmarks, and mini assessments. The teachers identify the low skills for whole class reteaching and identify the skills each child needs reinforcement on. Intervention groups are built for students needing like skills. Data is used by teachers to drive their classroom instruction and decision making. We graph individual student data as well as class and grade level data to measure student growth and to show progress towards proficiency.

### 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. (1615 of 5000 maximum characters used)

Teachers will analyze data, on a weekly basis, from the STAR 360, benchmarks, mini assessments, and teacher made tests. Progress monitoring using the STAR 360 or other appropriate assessment is administered weekly or biweekly. Benchmarks are administered quarterly. Mini assessments and teacher made tests are administered weekly. This data allows the teachers to form flexible grouping on needed skills. The students are then monitored through mini assessments and observation. All students will receive 90 minutes of instruction with an additional 30 minutes of intervention daily in reading. Students on Tier 3 will receive an extra 30 minutes of intervention. Students still not proficient according to the data and teacher observation will be recommended for RTI interventions. The student's data is then monitored weekly for progress and new interventions are assigned as needed. Special Education students will receive intervention with the special education teacher in the areas that are listed on the IEP. Most students will be pulled out of the classroom. However, if the schedule allows, the special education teacher will provide services in the regular classroom. ELL students will receive intervention with an ELL teacher and/or a bilingual assistant. The ELL teachers pull the students from the classroom for intervention. Bilingual assistants work with students in the regular classroom. Special Education and ELL teachers have received additional professional development that allows them to create appropriate instructional

strategies for their students towards academic achievement.

**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:	10/6/2017
LEA Data Entry submitted the application for review on:	10/6/2017
LEA Administrator submitted the application to OSDE on:	10/16/2017
Program Review completed on:	10/18/2017
Final Review completed on:	10/18/2017

## 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.

Completed Print Request links will remain on this page for 7 days. After that time, the document will be removed. If you would like to retain a copy beyond 7 days, please save the PDF to your local computer.

### Request Print Job

Schoolwide

Request Print

### Requested Print Jobs

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### Completed Print Jobs