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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - F9 - 0252 GREYSTONE UPPER 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
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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	Richard Neal Johnson
Person Completing Plan	Richard Neal Johnson

Name	Richard Neal Johnson
Constituent Group	Principals

Name	Karen Hairston
Constituent Group	Teachers

Name	Corneilius McKinney
Constituent Group	Parents

Name	LaTasha Kelley
Constituent Group	Parents

Name	Kambre Gregory
Constituent Group	Parents

Name	Deborah Williams
Constituent Group	Student Support Services Staff

Name	Marsha Jordan

Constituent Group	Teachers

Name	Sherrie Conley
Constituent Group	Administrators

Name	Shlonda Brewer
Constituent Group	Principals

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. (561 of 2000 maximum characters used)

Greystone Upper Faculty and Staff met this school year to discuss the vision and mission for the school to foster student success. The vision of the school is to have life long learners and successful leaders. The mission of the school is committed to working collaboratively with parents and students in promoting excellence in education through high quality, research bsed instruction, coaching, and outreach, to equip students with a solid foundation to become reflective lifelong learners and successful leaders of the global community in the 21st century.

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. (560 of 2000 maximum characters used)

Greystone stone Upper is an inner city urban school consisting of approximately 550 students grades 1-6. Our peak enrollment was 559. We are 84% minority with 94% free/Reduced lunch rate. Our mobility rate is 57% and our turnover rate is 52%. Our staff attendance rate is 95.4%. Teachers are required to attend five days of professional development per year. Our P.D. days focus on High yield instructional strategies, Oklahoma Academic Standards, school culture and technology. Our parent liaison is very active and coordinates parent involvement monthly.

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. (323 of 2000 maximum characters used)

Star 360 is Greystone Upper's primary tool for gathering and organizing data. We also use Edusoft, website based assessments and teacher made test. The data is quantitative and qualitative data. Progress monitoring is an important aspect of data sources. Our goal is to have another nine points of data for each student.

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. (341 of 2000 maximum characters used)

Greystone Upper utilizes Edusoft and Star 360 for collecting data. We present a data review to our faculty in December/January to inform the faculty of where our students are academically. This includes the strengths and weaknesses of our students as well as a review of our goals and strategies in our

school wide school improvement plan.

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 (3741 of 5000 maximum characters used)

Greystone Upper has focused on researched based high yield strategies to improve instruction. Eight classroom strategies have been used to support the instructional needs of students. Cooperative learning, non-linguistic representations, similarities and differences, reinforcing effort and providing recognition, summarizing and note taking, homework and practice, setting goals and providing feedback, generating and testing hypotheses, and questions, cues, and advance organizers are the strategies we have focused on. Benchmarks are taken at least four times per year. Another five data points are taken using other measures identified by the teachers. Walk-throughs are conducted frequently. Teachers post their learning goals in the classrooms and they avail themselves of district professional development.Curriculum alignment has occurred utilizing district teachers focusing on Oklahoma Academic Standards by creating curriculum maps and pacing calendars. Teachers collaborate within the building and outside of the building. Professional Learning Communities facilitate the collaborations. Teachers meet in PLC's twice per week to review the grade level core academic program at the school.Extended learning time occurs after school and during the fall, winter, and spring breaks. Students are able to stay after school up to three days per week for academic support. During the breaks students stay all day three to five days per week. Students who attended received pizza and ice cream parties. Students progress is monitored using Star 360. We will use earbuds and headphones for Star 360 to complete assessments. Students need to hear the instructions given from STAR 360 to improve assessment scores. Students need the use of headphones to work independently in class on Chrome books to improve reading, math, and writing skills. Classroom supplements/materials will support and improve classroom instruction and improve assessment scores.The following items will be purchased to support instruction: Star Fall, an online subscription to provide students with the opportunities to practice reading using various leveled text and review skills learned. Classroom supplemental supplies and materials for students to work on project-based learning activities such as markers, poster boards, and construction paper. myOn, an online interactive digital library with over 10,000 books for preK-12 grade students will be used to increase reading achievement. Teachers will use the books to assign projects, encourage reading and assess reading growth. Benchmark Assessment System Level 1 and Level 2 to assess students reading levels to determine how students are responding to intervention. Data from the assessments will be used determine appropriate intervention support for students. Paper, ink, and toner is needed for teachers to prepare packets of reading/math activities to send home with students for them to practice during intersessions to increase student outcome.Star 360 is used to monitored student achievement. Teachers and administration meet during PLC time to discuss how the data drives instructions and support student levels of learning. We believe that it is important to use technology in the classroom to support student assessment. We plan to use Chromebooks and Clickers to support assessment. Smartboards will also be used to support increasing engagement, motivation, and achievement.We will use Oklahoma State Standards to support reading and math. Myon.com, leveled books rooms, instructional coaches, as well as technology (Chrome book carts) will be used to support students interventions and extensions. That would include after school tutoring and break schools.

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. (539 of 5000 maximum characters used)

All teachers and paraprofessionals are highly qualified. The school district offers incentives for advanced degrees and NBC teachers.Parents are notified via letter of their right to request information regarding the qualifications of the highly qualified teachers and paraprofessionals. A letter is also sent to parents notifing them of non-highly qualified teachers who are in the classroom more than four weeks.Data chart sheets have been created to show highly qualified teachers including degrees earned and years of experience.

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. (2416 of 5000 maximum characters used)

Greystone Upper will be involved in the following professional development activities:Great Expectations instructional methodology and structures will be implemented.Lexie math and reading will be used as a supplement to our curriculum and to provide further data on student progress.Myon.com Web based training-This will support students who are academically low in reading. Students will have access to more than 5000 selections. Star 360 Training will allow

us to frequently test each student for proper placement in small reading and math groups as well as specific reading and levels for grades 1st- 6th.RSA-Reading skills including but not limited to phonological awareness, letter recognition and sounds, and oral language as identified in the OAS adopted by the Oklahoma State Board of Education size reading skills as identified in the OAS, monitor progress through out the year and measure year end reading progress.Marzano/TLE training- Teachers will learn to establish and communicate learning goals, track student progress, and celebrate success. Students will also learn about various instructional and collaborativestrategies that will engage students in rigorous learning using critical thinking skills.PBIS training-Teachers will learn ways to instill positive expectations and behaviors in students.Classroom Management-This will support first-third year teachers who have never worked with disadvantaged students before. Support and training will be given to all teachers to ensure that their environment and management of the classroom is conducive to learning. ASCD/CCOSA/OMLEA/AMLE/NASSP National Conferences will provide professional development for administrators to improve instruction, curriculum, and building operations. The National Conferences will help administrators to build networking opportunities, learn about new legislative updates, and empower administrators to develop teachers into master teachers.Diffirented Instruction- Is used as a part of RTI to help student become more academicall successfulRTI training is reviewed with the faculty this times per year to ensure that student needs are being met. This is facilitated by a special education teacher.Book Studies- Ruby Payne books focusing on "Understanding Poverty" and "Working with Students".Technology Training is on going with a focus on Smartboards, Chrome books, clickers, and document cameras.

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. (742 of 5000 maximum characters used)

OKCPS had implemented a strategic recruitment plan for the district. This plan includes college visits, job fairs, vendor sites at National/Regional conventions, etc. The school district has a website where all positions are posted. Our school district also offers a new teacher orientation that begins in July. It serves teachers who have less than three years of experience. Teachers are able to collaborate with experiences teachers. Some of the decision making that takes place is planning and resource allocation at the building level.Teachers are encouraged to obtain advanced degrees, additional certifications and become NBC.At this time, teachers are not offered incentives to work at high-poverty, low performing schools.

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. (1524 of 5000 maximum characters used)

Greystone Upper has a parent involvement policy and parent-school compact. The policy and compact are distributed at the beginning of the school year. Parents are provided a list of possible parental involvement activities. Mass robo calls are used to communicate to parents. We also used monthly and weekly calendars to update parents. Pamphlets are also available to help parents help their child academically.Greystone Upper has a parent liaison. We maintained a parent resource room for parents use. The parent liaison kept parents informed about how to use the online grade book and state standards.Parents are communicated with through flyers, phone calls, mailings, and conferences. Paper, ink, and toner is needed to send communications to parents and keep them informed of students' progress and to encourage participation at school events and to strengthen parental support. Conferences are held twice per year. The times are set in such a way to allow parents to attend in during the work day or after the work day. The annual Title One meeting is held at the beginning of the school year. Parents will be informed using the robo/automated calling system. It is our hope that parents will feel welcomed and honored to be a parent of our family.Parental Involvement meetings will be held and refreshments will be purchased for these events using Title I funds.6 Smart Start sessions will be held and books for parents and students will be purchased to help parents and provide books for students.

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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Uploaded Files:

No files are currently uploaded for this page.

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. (475 of 5000 maximum characters used)

Greystone Upper works with Greystone Lower and John Marshall Mid/High to facilitate critical transition strategies. The following activities have been held:John Marshall Mid/High Counselor visit to Greystone UpperGreystone Lower Student Walk Though May 2016Greystone Lower Parent Meet the Greystone Upper Teacher NightWe are planning the following activities for Fall 2016:Welcome Baby Grizzlies!Find your Classroom July 2016Welcome to Meet the Teacher Night July 2016

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. (855 of 5000 maximum characters used)

The following are assessments that we use to disaggregate data and provide professional development on to ensure accuracy in utilizing formative and summative assessments. Teacher held weekly PLC meeting to discuss the results of the data and apply the student data to strengthen classroom instruction.Phontas and Pinnel assessments Benchmark Literacy Lexia math and readingEdusoft Benchmark DocumentsBenchmark Administration Guidelines & Pre-Admin Check ListBenchmark Adminstration ScriptsPrinting Edusoft Answer SheetsScanning Edusoft Answer SheetsResolving Edusoft Answer Sheet ErrorsBenchmark Performance BandsOCCT State Tesing DocumentsLaws Regarding End of Instruction and Graduation (Flow Chart)ACE Exceptions and Exemptions FlowchartACE Alternate Tests and Minimum Cut ScoresACE Testing Flowchart for Students with Disabilities

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. (1568 of 5000 maximum characters used)

Greystone Upper offers after school tutoring three days per week. We also offer fall break, winter break, and spring break school. These breaks last from three to five days. Students are referred on academic progress by their teachers. RTI, PBIS and DI are utilized which supports individualized and varied group instructions strategies. Students received additional assistance during the day through individual and small group instruction. Consideration is given to those students who are in need of supplemental support for academic and behavioral interventions. Teachers will make recommendations for these interventions. A teaching assistants will be used to facilitate small groups. Chromebooks, iPads, Lexia,document cameras, Great Expectations teaching strategies training will be purchased to assist with student engagement. Items will be purchased to update Smart Boards to include bulbs, pens, cables and cords. Speakers will also be purchased for Smart boards.Teachers use timely interventions for students who are not achieving at a proficient level while reviewing documents such as RTI.With the help of a state grant, we are working with Red Rock to address behavioral problems. Greystone Upper is focusing on high yield strategies identified by Marzano to determine appropriate instructional strategies.Benchmarks, teacher made test, and Star 360 will be used to determine the effectiveness of strategies. Daily 5/Reading Instruction materials (binders, highlighters, posters and notebooks) for centers will be purchased

to increase engagement.

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:	10/2/2017
LEA Data Entry submitted the application for review on:	10/2/2017
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.

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.

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