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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - H4 - 0255 HAWTHORNE 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	Melinda Elms
Person Completing Plan	Melinda Elms

Name	Melinda Elms
Constituent Group	Principals

Name	Juaita Ludlow
Constituent Group	Administrators

Name	Terri Borgfeld
Constituent Group	Teachers

Name	Mary Ibanez
Constituent Group	Teachers

Name	Tina Murray
Constituent Group	Teachers

Name	Ashley Mattern
Constituent Group	Teachers

Name	Noemi Saucedo

Constituent Group	Paraprofessionals
Name	Angela Welchel
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. (576 of 2000 maximum characters used)

The vision for reform is for all students to score proficient or show increase on the OCCT and Star360. We believe that all children have the ability to learn, and we will provide differentiated instruction and targeted interventions when needed.There will be accountability and clearly stated goals for all staff. Teachers will consistently use data to create lesson plans and intervention groups.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. (207 of 2000 maximum characters used)

Students will be given STAR 360, OCCT, Unit Tests, 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. (301 of 2000 maximum characters used)

The information is downloaded, graphed and desegregated during grade level meetings. The data will be compiled, by grade, teacher and student, in data notebooks, and on data boards. The data is then used to plan intervention groups, these groups are flexible 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.

([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 (1278 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 F&P, OSTP, unit tests and mini assessments, students will be placed into intervention groups for intensive help. Intervention groups change as data is reviewed.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.

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. (489 of 5000 maximum characters used)

All teachers and paraprofessionals that work at Hawthorne Elementary School are highly qualified. Parents are notified yearly 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. (481 of 5000 maximum characters used)

Marzano training, mastery connect, curriculum website training, Everyday Math training, F&P training, 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.At Hawthorne we have a lead ELA and Math teacher, these teachers are responsible for training and assisting other staff members when needed or

deemed necessary.

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. (684 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 and UCO 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.

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. (2964 of 5000 maximum characters used)

We have a written Parent Involvement Policy and a Parent-School Compact. They are distributed to parents at the Annual Title I Parent Meeting. We alert parents for parent involvement activities with a monthly calendar, weekly folders, digital marquee, conferences, notes sent home in both English and Spanish, and through school telephone messages and texts. (Paper, Ink, Toner and postage are purchased to be able to provided 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 2, 2017 - Parents and students are invited to come meet the teachers and find their child's classroom. PTA and the community advisory board will be present to hand out information to parents. Open House- August 8, 2017 - 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 and materials - 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 free 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 1, 2017 and February 9, 2018 - Parents will be given the results from various formal assessments and samples of students' work will be shared.Annual Title I Parent Meeting - August 8, 2017 - Parents are invited to hear about our goals for the school year and to ask questions regarding those goals.Reading Parent Partnership Night/literacy night- Sept 28th. 2017. Parents come and enjoy reading and snacks with their child while learning how they can support reading at home. Title one funds will purchase a book for children to build their at home library. Read Across America Reading Event - Parents will be encouraged to read with their students so they can reach their goalMath Parent Partnership Night- January 18, 2018. This night parents and students will enjoy snacks, math games and share Everyday Math strategies and how parents can help their child with math homework. October 31,

2017 Vocabulary Parade. Students will dress up as their favorite academic vocabulary grade level word and parade around the school. Parents are invited to take pictures of their children as they explain their academic vocabulary word.New sound system and projector will be installed in the new gym so we can provide Evening whole school family engagement and invite parents to celebrate students at awards ceremonies during the day.Myon program can be accessed from home to help increase student reading.

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.

Choose File | no file selected

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. (952 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 5th 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

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. (576 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 F&P, OSTP, Unit 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.

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. (1760 of 5000 maximum characters used)

Teachers will analyze data, on a weekly basis, from the F&P, benchmarks, mini assessments, and teacher made tests. Progress monitoring using the F&P or other appropriate assessment is administered weekly or biweekly. Benchmarks are administered quarterly. Mini assessments and teacher made tests are administered weekly. All students will receive 30 minutes of intervention daily. Students on Tier 3 will receive an extra 30 minutes of intervention.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 bilingual assistant. Bilingual assistants work with students in the regular classroom with push in strategies.Students who are at risk have the opportunity to attend tutoring once or twice a week (each session is 1 hour for grades 2nd-5th). Students are identified through district approve curriculum (each session is 1 hour for grades 2nd-5th) Grades K-1 were provided with tools for learning- these are visual tools to assist students in the beginning stages of reading. Smartboards and Chrome notebooks/headphones are tools that can provide inactive games, snapshot assessments and other class activities that encourage student engagement.Myon is used building wide to promote reading and comprehension skills. Myon program can be accessed from

home to help increase student reading.Computer assistant helps plan and train students in the technology offered at Hawthorne- this teacher partners and supports the classroom teacher when in the computer lab.

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: 9/14/2017

LEA Data Entry submitted the application for review on: 9/14/2017

LEA Administrator submitted the application to OSDE on: 9/26/2017

Program Review completed on: 9/27/2017

Final Review completed on: 9/28/2017

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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Requested by Terry Fraley on 11/7/2017 1:00:04 PM

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