
Application Printout

eGrant Management System

Printed Copy of Application

Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - B9 - 0518 JEFFERSON MS - Priority

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

Cycle: Original Application

Date Generated: 11/7/2017 1:03:24 PM

Generated By: 13653

Schoolwide Plan

**Plan
submission
due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

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

Legislation:

ESSA, Section 1114

Regulations:

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

OSDE

**Program
Contacts:**

Debbie Pham, Program Specialist

Email: Debbie.Pham@sde.ok.gov

Phone: 405-522-1929

Shelly Ellis, Executive Director

Email: Shelly.Ellis@sde.ok.gov

Phone: 405-522-3263

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

ESSA Section 1114(b)(6) requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

Name of Site Principal

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Teachers

Name

Jennifer Beaty

Constituent Group

Teachers

Name

Becky Welch

Constituent Group

Teachers

Name

Marilyn Coates

Constituent Group

Teachers

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. (211 of 2000 maximum characters used)

Every individual student, upon reading adulthood, is equipped with the skills, knowledge, and habits to realize their unique and full human potential, thereby enabling them to be contributing members of society.

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. (1331 of 2000 maximum characters used)

Briefly describe all of these factors. Jefferson offers relevant professional development based on student's needs. We recently trained staff members on using a research based strategy called Think, Pair, Share and expect to see it in classrooms and lesson plans. We want our students to be more active participants, engaged in their own learning, rather than being passive learners. Our population of students serves a high 1st and 2nd generation of English language learners, with currently 71% of our students being Hispanic. Our ELL population indicates 36.7% of our students receiving services. We have a large turnout for parent teacher conferences, approximately 30%, which indicates our parent's interest in their children and their school success. Jefferson has struggled with a high rate of truancy and tardiness for many years. Through implementation of PBIS and the HERO tracking system, we are encouraging positive behavior and reducing truancy/tardiness. Due to the language barriers we face in communicating with parents, we have hired two parent liaisons who are bilingual. This enables us to better communicate with our parents about important factors such as academics and behavior. Student needs, through a student survey indicate that relationships between students and teachers needs to be improved.

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. (863 of 2000 maximum characters used)

2017201720162015201420137 & 8 7 & 87 & 87 & 80CCTReading50523737Math52573538History/Geo283737N/SScience34302720WritingN/SN/S8229A-F
Report CardF/52D-/60F/54F/4120172017201620162015201520142014201320137th8th7th8th7th8th7th8thMastery Connect/CFA Mastery %
ELA46%44%54.3%35.1%Math61.5%47.8%70.3%25%Algebra 170.8%34.7%Science34.9%47.4%52.6%46.2%Social
Studies34.1%51.4%45.1%N/SAchieve 3000Lexile Growth+58+52 16-1715-1614-1513-
14Attendance91.9%93.4%93.3%93.7%TardiesSuspensions611476429483ReferralsISI633808614525Drop-Out Rate1.6%1.3%1.1%

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. (780 of 2000 maximum characters used)

Core content areas use embedded PLC time to discuss planning, assessments, remediation and enhancements for students. Our teachers meet four times a week for this content-specific work. Strengths: Embedded PLC four times a week. Data is collected and instruction is adjusted. Use of Mastery Connect provides a quick and easy way to break down data and discuss its impact on their instruction. Use of Google drives to share data. Use of pre and post tests and CFA's. Weaknesses: Elective teachers do not understand the impact their classes have on student achievement data. Sometimes teachers feel overwhelmed with data and want it to have a narrower focus. Teachers would like to see student ownership on data analysis. Data is not always effectively shared school-wide.

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.

(15 of 5000 maximum characters used)

Not applicable.

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 (1572 of 5000 maximum characters used)

Summit Learning is a personalized learning experience that we are piloting with approx. 120 (one core team) of our 7th grade population of students. Our Goal is for increased student participation, engagement and academic success tailored to each individual student need. AVID serves approx. 100 7th and 8th grade students through an elective class. This program leads students on a pathway toward becoming college ready. The AVID site team meets monthly to facilitate AVID strategies school-wide. In addition, a select group of teachers are sent to AVID summer institute to learn the latest in AVID strategies to bring back to Jefferson for the benefit of all of our students. The Guiding Coalition identifies high-yield strategies to be implemented school-wide. Admin team conducts walk-throughs and observations to monitor usage and effectiveness of the targeted strategies. Embedded PD during PLC as areas of need are identified. Capturing Kids Hearts is used school-wide to positively effect change in culture from staff to staff , staff to student, and student to student. PBIS strategies are implemented school-wide. We use the HERO software program to manage PBIS positive reinforcements as well as tracking student tardiness. Math "Boot Camp" (provided after school and on Saturday School) will provide targeted math interventions/tutoring based on math standards.Chromebooks/Carts are purchased to support instruction. This includes one/to/one technology for students in the Summit Learning program that focuses on personalized learning for each student.

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. (1483 of 5000 maximum characters used)

Teachers are solicited at job fairs, through district electronic posting sites, by word of mouth and through agencies such as Teach for America and Troops to Teachers. Each teacher candidate must be highly qualified prior to receiving an interview. Candidates are selected by a committee interview process. The committee consists of teachers, staff and administrators. We do not hire teachers unless they are able to qualify as "Highly Qualified." Jefferson provides a PLC (professional learning community) time, embedded within the school day for our core content teacher teams to meet together to create common lesson plans aligned to State Standards, create Common Formative Assessments, determine interventions needed, and enhancements that are needed. The admin team conducts observations and evaluations in alignment with both the district and state requirements. Professional development to bolster areas that need improvement are provided during in-service days as well as during PLC and faculty meetings. Teachers are encouraged to attend after school PD provided by the district during intersession and other breaks from the regular school calendar. Teachers are placed on "plans of improvement," when needed, as well as instructional support from the site-based Instructional Coach. The Summit Team will be participating in additional PD which requires compensation so that they are able to adequately plan and collaborate with each other and other Summit Sites.

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. (1815 of 5000 maximum characters used)

Jefferson provides a PLC (professional learning community) time, embedded within the school day for our core content teacher teams to meet together to create common lesson plans aligned to State Standards, create Common Formative Assessments, determine interventions needed, and enhancements that are needed. The admin team conducts observations and evaluations in alignment with both the district and state requirements. Professional development to

bolster areas that need improvement are provided during in-service days as well as during PLC and faculty meetings. Teachers are encouraged to attend after school PD provided by the district during intersession and other breaks from the regular school calendar. Teachers are placed on "plans of improvement," when needed, as well as instructional support from the site-based Instructional Coach. The Summit Team will be participating in additional PD which requires compensation so that they are able to adequately plan and collaborate with each other and other Summit Sites. Capturing Kid's Hearts will be reviewed during back to school, and site-based champions will again lead the CKH team/implementation. We will continue to add PBIS areas, and reteach other areas of our PBIS plan that need to be reviewed. Professional development will be provided for the use of IXL math for our remediation teachers. Stipends for professional development and collaboration will be provided for the Summit Team of teachers so they can collaborate with other campuses. Professional development will also be extended to an administrator to attend the K-20 Technology Leadership Conference. After this conference, the administrator will be writing a grant for up to \$65,000 in technology to support Summit Learning implementation at Jefferson for personalized learning.

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. (672 of 5000 maximum characters used)

Jefferson provides a teacher mentoring program for first year teachers. We actively encourage our new teachers to work with the Instructional Coach. The daily PLCs offer support for new teachers through collaboration rich lesson planning and data review. In an effort to retain high quality teachers, we look for candidates who are already certified before seeking emergency certified teachers. Early hiring is helpful for finding the best qualified candidates. We attend district supported job fairs, as well as reach out to teacher training programs at universities. The biggest assurance of retention is through the daily support of teachers on site at Jefferson.

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. (1244 of 5000 maximum characters used)

We will continue to have our parent teacher conferences. Our staff chooses to hold these conferences both at night and in the morning to ensure maximum parent involvement. We send Blackboard messages to inform parents of events, and update our website regularly. Curriculum nights, and 6th to 7th grade transition nights will continue to engage parents. Open House provides an opportunity to explain to our Title 1 plan to parents. The PTSA (Parent, Teacher, and Student Association) needs to be improved to reach more stakeholders. Parent surveys will be sent out each semester to help us identify areas we need to improve in academically, behaviorally, safety, and customer service from the front office. The Infinite Campus parent portal provides 24/7 access to student grades and attendance. Messages on the marquee provide important dates and information. Updating website and Facebook pages regularly. Fall Carnival is a fun opportunity for parents, students and community members to engage with staff. Snacks will be provided at parent events. A mini cart and chromebook set will be purchased in order to allow parents to easily access technology while visiting our school and to help our Parent Liaison's as they support parents.

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. (464 of 5000 maximum characters used)

Transition night for incoming seventh graders. Counselors visit elementary campus to convey enrollment options to incoming 7th graders. 8th graders visited by students and staff from SEHS, Grant HS, MetroTech and various OKPS HS Academies. Summit Learning nights to provide information to parents on the learning platform. Vertical team planning between 7th and 8th grade core content areas. Special Education BLAST communicates to HS the needs of our 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. (760 of 5000 maximum characters used)

Training on Mastery Connect and comparing dataUnderstanding by Design planning over the use of CFA first, then building lessons. Achieve 3000 trainingHERO software training on using behavior data. Instructional Coach on-site who works with individual teachers and provides necessary PD as identified by current school needs. PLC address 1) Creation of assessments 2) Analysis of data from assessments 3) Identification of students who require remediation and 4) identification of students who require enrichment. Teachers use Mastery Connect to dis-aggregate data by standards and students. State OCCT results will be analyzed and core content teams will determine whether their goals were met and engage in the creation of new goals for current year.

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. (1691 of 5000 maximum characters used)

Title 1 Reading - Certified teacher uses Achieve 3000 with students who have scored unsatisfactory on OCCT Reading. This program serves 100 students through an elective class. BrainPopTitle 1 Math - Certified teacher uses Numbers World and IXL math software with students who have scored unsatisfactory on OCCT Reading. This program serves 100 students through an elective class. Afterschool Tutoring will take place to help students that are struggling to understand and master standards. Academic Achievement Math & Reading - Elective class that serves students who are in the Limited Knowledge or high unsatisfactory on the OCCT. This class serves approx. 100-150 students Personalized learning using the Summit Learning Platform. Saturday School - Standards-based remediation conducted by core content teachers. Math Boot Camp - Standards-based tutoring by math teachers, by standards. This bootcamp will be offered before school, after school, and/or during Saturday School. School-wide PBIS team meets twice monthly to discuss behavioral data and making adjustments to improve behavior. Data is mined through Infinite Campus and HERO. Capturing Kids Hearts Process Champions worked with the staff and whole student body to create school-wide social contracts. HERO software that helps PBIS track positive behaviors and well as track and improve attendance/tardies. Software that is adaptive and targets standards in math and reading will be purchased and used in remediation classes and in regular

classes as well (MobyMax, Brainpop, IXL Math). Basic function calculators with functions that are allowed on state testing will be purchased for classroom use by students.

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:	10/18/2017
LEA Data Entry	
LEA Administrator submitted the application to OSDE on:	10/18/2017
Program Review completed on:	10/19/2017
Final Review completed on:	10/23/2017

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

[Requested by Terry Fraley on 11/7/2017 12:20:57 PM](#)

Completed Print Jobs