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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - C9 - 0350 THELMA R. PARKS ES

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

Cycle: Original Application

Date Generated: 11/7/2017 1:05:50 PM

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Schoolwide Plan

**Plan
submission
due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

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

Legislation:

ESSA, Section 1114

Regulations:

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

OSDE

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

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

Name of Site Principal

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

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. (1286 of 2000 maximum characters used)

Thelma R Parks Elementary students are encouraged to work toward excellence academically, socially, and emotionally in a safe and supportive school. Our goal is to work in partnership with our parents and community to create an environment where students are empowered to achieve their full potential. Our entire school community shares the belief that all children can and will learn. Parks' goal is to provide instructional strategies, interventions and resources that will enable students to perform at or above grade level. Students needs will be addressed by providing remediation when needed as well as delivering researched based instructional practices. Instructional practices will include more highly engaging and hands on teaching. Effective interventions will be identified and implemented in order to provide immediate academic, emotional, and disciplinary support. Students and staff will receive resources and training that will enhance student literacy and math skills. The staff will use curriculum that is researched based, aligns with state standards, and is proven to be rigorous. The staff will participate in professional development opportunities that promote effective instructional practices, teaching techniques, classroom management, and technology usage.

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. (999 of 2000 maximum characters used)

The school profile indicates significant achievement gaps exist in reading and math. New state data indicates students that are performing below level. Professional development opportunities need to be ongoing and frequent due to the large number of new and emergency certified teachers. Classroom observations indicate most teachers are not using all effective strategies. Lesson plans indicate teachers understand the importance of teaching learning goals in a variety of ways. Most staff agree and support more professional development opportunities to support academics, classroom management, and effective instructional strategies. Disciplinary reports indicate there is a need to implement PBIS. In addition, Parks staff is working with our Parent Liaison to support families in finding resources and services to help student/families better their circumstances. The school is located in an at-risk area of Oklahoma City and students need more resources and opportunities to be successful.

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. (488 of 2000 maximum characters used)

Currently, the administrators and teachers use various sources to collect data. State testing in reading and math are analyzed by staff. Fountas and Pinnell benchmark assessment is another source for academic data. The district provides Performance Assessments throughout the year that monitors student progress the data collected is analyzed during PLC meetings. Staff determine next steps. Attendance and disciplinary reports are also analyzed and used to identify other areas of need.

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. (610 of 2000 maximum characters used)

Data is collected and distributed to the appropriate staff members. Staff members analyze data at PLC meetings. Common trends are identified and discussed. The trends lead to the identification of strengths and weaknesses. Once the factors are identified an action plan is created by each PLC. The administrators will provide more opportunities for professional development based on needs identified by each PLC. In addition, effort will be put forth to keep all stakeholders informed of Parks' data and plans of actions. The information will be discussed at faculty meetings, parent events, and PTA meetings.

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.

(2 of 5000 maximum characters used)

NA

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 (2521 of 5000 maximum characters used)

Parks will adhere to the guidelines and expectations set forth by the district and curriculum department to ensure scientifically based research strategies are used on a daily basis in every classroom. To support this practice Parks has added an instructional coach. The coach will assist teachers practice highly effective strategies in both reading and math. Informal and formal observations as well as lesson plans will be monitored to ensure the implementation of effective instructional practices. Progress monitoring, mini assessments, daily work, and benchmark data will be collected and analyzed to determine the effectiveness of the instructional practices. Teachers will be expected to post weekly goals. Students will track their progress. Data walls will be analyzed on a regular basis. Teachers will continue to align learning goals with state and district standards. Emphasis will be placed on each student's mastery of skill rather than keeping pace with the curriculum map or guide. Teachers will use grade level PLCs to address the guiding principles of the school improvement plan. All students who are reading below grade level expectation will receive additional instruction using Leveled Literacy Intervention daily. Retired teachers volunteering at Parks will give struggling students an additional opportunity practice twice a week. Special Ed teachers will also use Leveled Literacy Intervention to support reading growth in our students with IEPs. Reading progress will be monitored with the Fountas & Pinnell Benchmark Assessment. The data results will be used to monitor student progress. Paper, toner, and additional materials will be purchased to support teachers using the LLI program. Parks will continue to use online programs and other technology related approaches to enhance student achievement. In addition, more opportunities to engage students through the use of technology will be offered through the use of Chromebooks, I pads, Smartboards, and other technology related instructional approaches. In addition, MyOn will be offered for additional reading opportunities. MyOn can also be used at home for families that do not have appropriate reading materials. OKCPS has implemented lead math and literacy teachers in every building. The purpose of these teachers is to provide additional support in both math and reading. These leads attend additional professional development provided by the district. The new information is then shared with the faculty at each school.

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. (889 of 5000 maximum characters used)

All teachers and paraprofessionals are highly qualified at Parks Elementary. The staff meet the criteria set forth by the State of Oklahoma. Teachers are encouraged to obtain advanced degrees. OKCPS provides classes and additional support for those teachers who are working toward Board Certification. The district Professional Development Department provides opportunities each month to ensure teachers are given ample trainings to improve their teaching strategies. Parents are made aware of their rights to request information regarding highly qualified teachers at the annual Title I parent meeting and district provided correspondence. If necessary Parks will use the district provided template to inform parents about non-highly qualified staff members. Parks will continue to use the district's database and attend job fairs in order to obtain highly qualified teacher applicants.

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. (1434 of 5000 maximum characters used)

Parks professional development plan for the upcoming school year has focused on the needs of our students. Examining student data will determine what staff will need to better meet the needs of our students. We know a large percentage of Parks students are reading below level. We have purchased Levelled Literacy Intervention kits to address our reading deficiency. All staff will be trained during a day long training and staff members will receive stipends. Follow

up trainings will be imbedded during the regular school day. Additional support for LLI will continue throughout the year. PLCs will be used monitor teachers progress using the LLI intervention as well as monitoring student progress. The largest part of the professional development plan will be focused on reading. Teachers will have the opportunity to take advantage of district and non-district related professional development opportunities. The instructional coach will support teacher in their professional development growth by guiding them in their training plans. The principal will use PLCs to understand what trainings will best serve the teachers. Teacher will visit other sites to observe reading instruction at sights that have successful reading instruction. The Parks staff also realizes there is a need for integrating more technology into their daily instruction. They will work on training/using technology in their classroom every day.

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. (1122 of 5000 maximum characters used)

Parks works closely with the district's human resources department to recruit new teachers. The Human Resources department maintains an online database for teacher recruitment. They also actively recruits at colleges, sponsors job fairs, and use the media to advertise for new teachers. Their efforts were successful in that more applicants attended the two job fairs held this school year. The district also has a relationship with the University of Central Oklahoma that allows future teachers to work within the school district. The Urban Teacher Preparation Academy is a partnership with Oklahoma City Public Schools and the Foundation for OKCPS to recruit and train teachers to work in an urban setting. New teachers are encouraged to work with the building's Instructional Coach. The Instructional Coach acts as a mentor to new teachers supporting them in their professional growth as well as guiding them in their instructional strategies. The consortium finds teacher candidates from three member universities: University of Central Oklahoma, the University of Oklahoma, and Mid-American Christian University.

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. (1494 of 5000 maximum characters used)

This year Parks has added a Parent Liaison. The purpose of the Parent Liaison is to build relationships with our parents and encourage their participation at Parks. Our Parent Liaison will build relationships with parents by visiting with them when they are in the building. He will encourage them to get involved and volunteer when possible. He will invite them to parent activities, such as "Donuts for Dads" and "Muffins for Moms". He will work on making parents feel they have a voice at Parks. The Parent Liaison will provide information to parents about the resources available to them throughout the school system as well as in the community. Our Parks Liaison is helping to build a PTA at Parks as our numbers are very small. Parents are informed about activities through flyers, automated caller, text messages, and the marquee. Parents can access state standards on the district website. Teachers make every effort to ensure parents understand what their students are learning and how they can help at home. This year Parks has added Smart Start in the Schools to draw parents of young children into the school. These activities will help build relationships with parents early so they will feel welcome and help their children's transition into school a smooth process. Parents will learn about developing their child's brain early by reading, singing, and playing. Parents will interact with their children in the media center and leave with a book for parents to share.

Monitoring/Compliance Documentation

- copy of the "Notification to Parents of the Annual Parent Title I Informational Meeting"
- agenda and attendance list for the "Annual Parent Title I Informational Meeting"
- parent survey or other evaluation tool regarding parent involvement activities

- examples of site/parent communication
- copy of notification to parents regarding student achievement reports and test scores
- copy of notification of title I programs and opportunities

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 2MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

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Student Transition - ESSA, Section 1114(b)(7)(A)(v)

This component emphasizes the value of creating a coherent and seamless education program for all children in the school, but particularly for those at risk of not meeting the challenging State academic standards. Though the guidance only specifically addresses services to preschool children in the transition from early childhood programs to elementary programs, activities are encouraged at critical transition points at all grade levels to support students and parents with changes in curriculum, instruction and procedures.

Oklahoma Nine Essential Elements, #4

Guiding Questions

- What are critical transition points at the site (i.e., Pre-Kindergarten, Elementary to Intermediate, Intermediate to Middle)?
- How are counselors involved in the transition strategies?
- Have Parent Orientation Nights been developed?
- What procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures?
- Have summer grade-level transition camps been held at the school site?
- Do staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement?
- How often do staff members meet vertically?
- How does the staff facilitate transition strategies?
- What procedures are in place to receive new students to the school?
- Have documents been created to identify transition points, grades affected and coordination efforts?
- How has professional development affected instruction? Does the data support this?

Describe the student transition strategies. (1105 of 5000 maximum characters used)

Parks held a "Meet and Greet" as well as an Open House in August. Parents were informed of information about the school as well as opportunities to be involved. All student were provided with a new uniform and backpack. Faculty was introduced and questions were answered. In the spring, sixth grade will have an opportunity to visit Douglas and Northeast so they will be comfortable with the transition to middle schools. Teachers are asked to provide any new student with a buddy for the two weeks. Teachers look at the vertical progressions of the curriculum to make sure we are meeting the needs of our students. PLCs meet to see if there are any gaps in our teaching of the curriculum that would cause gaps in student learning between grade levels. OKCPS curriculum department has worked tirelessly to make sure our schools have standard curriculum bundles by quarter to ensure seamless connections between the grade levels. The district provides multiple staff development opportunities to train teachers in the curriculum so they know how to use it as well as suggestion on how to deliver it.

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. (956 of 5000 maximum characters used)

Parks follows the district's assessment calendar each year. Teachers were provided with the previous year's data for their current student in order to have a better sense of where to begin their instruction. We continue to compare Parks current data to help inform our instruction. The year's emphasis on reading instruction will open up a strong dialogue on students' reading growth. Teacher will have a better understanding of guiding their instruction to better meet the needs of each students. Teachers will use PLCs to more closely analyze and disaggregate data. This school year the Instructional Coach will offer teachers more guidance on using data to inform their instruction. The Instructional Coach will support teachers in creating their lesson plans and planning effective instructional centers based on the data. Teachers will use data to identify and discuss effective instructional practices as well as skills that need remediation.

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. (1966 of 5000 maximum characters used)

Parks uses Fountas & Pinnell Benchmark Assessment to assess students in reading. When students are identified as reading below their grade level expectation they are identified as needing remediation. The RTI plan will include the use of the Level Literacy Intervention, Wiley Blevins Phonics and the monitoring of attendance and behavior. Additional reading instructional time will be given all students who are identified. Additional paper and toner will be used to implement the assessments that the district has identified to measure student growth. Parks will continue to use online programs and other technology related approaches to enhance student achievement. In addition, more opportunities to engage students through the use of technology will be offered through the use of Chromebooks, Ipads, Smartboards, and other technology related instructional approaches. In addition, MyOn will be offered for additional reading opportunities. MyOn can also be used at home for families that do not have appropriate reading materials. Parks will continue to use online programs and other technology related approaches to enhance student achievement. In addition, more opportunities to engage students through the use of technology will be offered through the use of Chromebooks, Ipads, Smartboards, and other technology related instructional approaches. In addition, MyOn will be offered for additional reading opportunities. MyOn can also be used at home for families that do not have appropriate reading materials. OKCPS has

implemented lead math and literacy teachers in every building. The purpose of these teachers is to provide additional support in both math and reading. These leads attend additional professional development provided by the district. The new information is then shared with the faculty at each school. This year Parks will work to implement PBIS. PLCs have met with the schools identified PBIS designee to start the process.

Monitoring/Compliance Documentation

- written assessment and intervention plan
- evidence of monitoring and evaluation of students receiving additional assistance
- evidence that additional assistance supports curriculum and is aligned to Oklahoma Academic Standards

Submit

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

Consistency Check

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Program Review

Final Review

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