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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - D1 - 0370 RANCHO VILLAGE ES - Focus 2
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	Mr. Macias
Person Completing Plan	Principal

Name	Martin
Constituent Group	Teachers

Name	Ms. Simons
Constituent Group	Teachers

Name	Ms. Hope
Constituent Group	Teachers

Name	Ms. Abston
Constituent Group	Teachers

Name	Ms. Rose
Constituent Group	Teachers

Name	Ms. Olson
Constituent Group	Teachers

Name	Ms. Broadbent

Constituent Group	Teachers
Name	Mr. Harder
Constituent Group	Teachers
Name	Ms. Berube
Constituent Group	Principals
Name	John Frank
Constituent Group	Community
Name	Ms. Spencer
Constituent Group	Teachers
Name	Ms. Gayton
Constituent Group	Paraprofessionals
Name	Ms. Hoogeveen
Constituent Group	Teachers
Name	Mr. Javeson
Constituent Group	Teachers
Name	Ms. Roddam
Constituent Group	Teachers

Name	Ms. Huett
Constituent Group	Teachers

Name	Ms. Main
Constituent Group	Administrators

Name	Xotchilth Gonzalez
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. (675 of 2000 maximum characters used)

The attendance data of students and staff, formative and summative assessments, FnP, OCCT, and Benchmarks.Rancho Village is a place where all students are encouraged to strive for excellence academically, socially, and emotionally, in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that all students can and will learn.

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. (126 of 2000 maximum characters used)

Data collected from FnP and Mastery Connect has concluded that Rancho Village is weaknesses in reading comprehension and math.

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. (106 of 2000 maximum characters used)

The attendance data of students and staff, formative and summative assessments, FnP, OCCT, and Benchmarks.

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. (141 of 2000 maximum characters used)

Data is collected on a weekly basis and discussed at PLC and Leadership meeting. A summary of the data points is presented at staff 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.

(0 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 (2886 of 5000 maximum characters used)

The scientifically based instruction that is being used in the classroom is small group instruction, leveled literacy, and teacher made common assessments. Instructional strategies are monitored by walk-throughs, formal and informal evaluations. Daily objectives are posted in the classrooms using "I Can" statements in kid friendly language. Our district has implemented the train the trainers model. Lead teachers in the building are trained on new curriculum and them provided the Rancho staff with any training throughout the year that is needed. Teachers collaborate weekly in horizontal team meetings to create pacing calendars. Rancho Village provides afterschool tutoring and intercession. Conferences are held with the parents to make them aware of the extended day opportunities and to help them sign up. Pre/post assessments and Star are in place to monitor student achievement. Modifications are made in the classroom based on the information in the assessments. IPads and laptops are circulated throughout the school in each classroom on a daily basis. Technology has made learning more interesting and increase engagement. PBIS Rewards $1,510.00 used for positive feedback to students. Brain pop/Brain ESL $2,490.00 used as enhancement for Math, Reading, Science, and Social Studies. Paper Toner $919.59, Star Fall $270.00 used as enhancement for pre-k through 2nd grade in Reading, and Math. Bulbs, cords, headphones, replacement parts, repair and batteries etc.. Upkeep for technology $1,467.20. Chromebook 11 $17,956.26 these are used to create and interactive curriculum activities. Management Console License (Chromebooks) $26.4 each x 63 $1,663.20, 3 Carts for Chromebooks $4,595.64. Epson Powerlite 98H portable projectors 539.00. MyOn $7,000.00 used for on line reading, level groups reading, Reading Challenges, and home based reading. Lexia Reading Core5 Site License Implementation support package $1,000.00 this will be an online program that will help work with our at-risk student develop reading skills. Teacher assistant Cynthia Siewert$16,494.00 helps to provide assistance in the classrooms with teachers. Before/after school tutoring $3,360.00 is used to focus on Reading and Math skills for our at-risk students. Reading Night Stipends for Teachers-Assistants-Principals-Coach $1,324.00 and Math Night Stipends for Teachers-Assistants-Principals-Coach $1,324.00 provides stipends for these after school parent outreach. Refreshments for Parent Involvement activities $806.00, Materials for Parent Involvement activates during parent nights, Science night, Math night, Reading night, Back to school $3,000.00, and Books for parents given during Parent Involvement activities $86.50. Toner and Paper $447.00 for parent communication. Counselor (2 days) $15,473.07 this allows us to provide needed services to our students more effectively.

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. (230 of 5000 maximum characters used)

Oklahoma City Public School has a policy that teachers and par pros can't be hired unless they are highly qualified. Parents receive a letter at the bringing of the year explaining the qualification of the staff at Rancho Village.

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. (1133 of 5000 maximum characters used)

At the end of each year the staff reviews the professional development from the previous year as to it effectiveness of the training provided. From that data the new professional development plan is developed for the new school year. Additionally, surveys are used throughout the year to focus on needed PDs for the building. Weakness found in the Mastery Connect, OCCT, and classroom assessments drive the decision making for professional

development.Instructional Coach $28,981.63 provides instructional support to all teachers. Teacher Training $7,544.62 this will be used to pay teacher to attend PD throughout the year on different instructional strategies. Lead Mentor - Mentor $500.00 this is used to pay a stipend to a teacher that works as a mentor in the building. Lead Mentor - ELA $500.00 this stipend is paid to the teacher that works supporting ELA curriculum in the building. Lead Mentor - Math $500.00 stipend is paid to the teacher that works with supporting Math curriculum in the building. Kagan $19,497.00 this will pay to bring in training to focused on student engagement. Kagan Materials for PD $584.00.

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. (551 of 5000 maximum characters used)

Oklahoma Public Schools holds two teachers fairs each year to encourage applicants to apply to differently school. Vacant positions are posted on the district website. Each teacher is provided with a mentor teacher to help them through at least the first year. The mentor teacher and first year teacher collaborate with each other. The teachers also collaborate during PLC meeting with their grade level teams. We also have an Instructional Coach that works closely with all teachers on instruction and we hold New teacher trainings every two weeks.

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. (1009 of 5000 maximum characters used)

The Parent Involvement Policy and the Parent-School Compact is provided to the parents during their enrollment. The policy and compact are updated each summer for the following year. Parent involvement activities are evaluated by parental comments at the end of each event. Parents are notified of the activities via newsletter and text message. The district has an online gradebook, IC. They are taught how to access their child's grades, etc. during enrollment. Teachers communicate with parents daily. Phone logs and copies of emails are kept as documentation. Parent-Teacher conferences are scheduled twice a year by the district, as well as, any time the teacher wishes to meet with the parents. The annual Title I parent informational meeting is scheduled at the beginning of the school year. The parents will receive a newsletter and a text message reminding them of the meeting. Parents are provided with math academic games and books to encourage the interaction between the child and parent.

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. (463 of 5000 maximum characters used)

The critical transition points are from Pre-K to Kindergarten and Elementary to Intermediate. The counselor from Jefferson Middle School comes each year and visits the 6th Grade classrooms. In addition, a parent/student night and a student visitation day is held at Jefferson to help the student become acclimated to the new environment. Pre-K and Kindergarten work very closely together to ensure the Pre-K students are academically prepared for Kindergarten.

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. (737 of 5000 maximum characters used)

The teachers received professional development training each year on how to monitor and disaggregate their data. In addition, the teachers receive training on how to differentiate instruction and Kagan. Walk-throughs and evaluations are performed to monitor how effective the training has been. Data is collected via reports printed for quarterly benchmark test. F&P progress monitoring, attendance via IC, Think through Math reports, Masteryconnect and formative/summative assessments form the teachers. In PLCs and data meetings, the faulty print off the various reports and meticulously study each student's area of weakness and strength. An intervention plan is composed to increase the instructional time for the areas of weakness.

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. (520 of 5000 maximum characters used)

Teachers are using small group, differentiated instruction, and response to intervention with students in the classroom. Teachers have received professional development in all the areas ongoing through-out the school year either during PLC meetings or staff meeting times. Students receive additional assistance through-out the school day with ELL and classroom assistants. Students are identified for programs through formative/summative, F & P and district benchmark testing. Students are evaluated by data collection.

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:	10/4/2017
LEA Data Entry submitted the application for review on:	10/4/2017
LEA Administrator submitted the application to OSDE on:	10/4/2017
Program Review completed on:	10/23/2017
Final Review completed on:	10/23/2017

Selectable Application Print

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