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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - E6 - 0407 SOUTHERN HILLS ES - Priority
Project Period:	7/1/2017 - 6/30/2018
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Schoolwide Plan

Plan submission due dates:	Non-Designated Title I Schools - May 1, 2018
	School Improvement Designated Sites - October 1, 2017
Program:	Title I, Schoolwide Plan/School Improvement Plan
Purpose:	A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.
Legislation:	ESSA, Section 1114
Regulations:	Designing Schoolwide Programs, Non-regulatory Guidance, March 2006
	LEA and School Improvement, Non-regulatory Guidance, June 2006
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Needs Assessment Step 1: Identify Planning Team (*Must include at least one parent and one teacher.)

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

Name of Site Principal	Jennifer McKay
Person Completing Plan	Jennifer McKay

Name	Jennifer McKay
Constituent Group	Administrators

Name	Alexis Daniels
Constituent Group	Teachers

Name	Beatrice Bosin
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. (1006 of 2000 maximum characters used)

The mission of Title I in Southern Hills is to ensure academic achievement for at-risk students attending school. The only morally defensible target is 100% success. Equal treatment leads to inequitable outcomes. Parents are by far the best experts of their own children, and we need their expertise to get this right. By focusing on the small number of the most vulnerable students, we can create deep system-wide shifts that benefit everyone.We Believe In:Implementing research-based instructional practiceUtilizing additional resources in instructionInvolving parents and communityTo accomplish these things we must: Engage powerful and sustainable change; Measure the growth using mixed-methods of assessment; Empower a critical mass of people with a process, supporting tools and a methodology for understanding the real problems, working out what to do and driving the change all the way through to outcomes for learners; Transform the changes must be deep, systemic and transformational change.

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. (1024 of 2000 maximum characters used)

Based on the data gathered and the analysis conducted, describe the areas of strength and the weakness that were identified. Strengths include a staff of highly qualified teachers, 1 full time reading specialist, 1 Title I assistant, 1 full time ELL teacher and 3 ELL assistants, a cohesive and collaborative staff, continually improving PLC. Weaknesses include student performance in reading and math, and parent involvement. Reading skills in literal comprehension, vocabulary, phonics, and fluency. Math operations that are in need of improvement include basic number operations, number sense and calculation with place value. Parent involvement continues to be an area of evolving conversation and data collection. Parent involvement for the purpose of academic achievement is a priority.Our primary focus will be a focused, intense effort to improve student achievement in both reading and math as measured by multiple sources including daily work, state testing, benchmarks, STAR 360, and teacher observation.

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. (265 of 2000 maximum characters used)

Student Achievement DataOKCPS Performance IndicatorsSurveysSTAR360 Reading Common AssessmentsState CRTsEarly childhood assessment ELQAConference Participation dataTeacher DataTLE/iObservationParent Involvement DataLeadership DataSurveyMeeting agendas

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.

Describe the process for collecting, analyzing and summarizing data. (1322 of 2000 maximum characters used)

Teachers use multiple data sources and assessments to monitor student's progress. In addition to the district required benchmarks and STAR 360, teachers are given autonomy to use other common formative assessments and diagnostic assessments (Fontes & Pennel, Gates McGinnis, EverDay Math, etc.) to make instructional decisions within their respective classrooms. Teachers meet in weekly PLC meetings to review data and discuss assessment options for individual students as well as the overall program.K-6Content Area - Reading and MathAssessment Name and Description - STAR360 - monitors fluency, vocabulary, comprehension, and math skillsFrequency of Assessment - Weekly, bi-weekly, or monthly as identifiedHow will Staff be Trained - District mandated trainingHow/when will Staff use the Information to Guide Instruction - The data guides intervention groups, tutoring, intersession, and pull out instruction continuously.Grade Level - 1st - 6thContent Area - Reading and MathAssessment Name and Description - District Edusoft benchmarks & Common formative assessmentsFrequency of Assessment - Quarterly & monthlyHow will staff be trained - in house training, PLC trainingHow/when will Staff use the Information to Guide Instruction - Data identifies areas of need that are addressed in daily lessons.

Step 6: Schoolwide flexibility/Consolidation of Funds. [ESSA, Section 1114(b)(7)(B)]

Schoolwide schools may use the flexibility available to them to coordinate and integrate services, or combine most federal, state and local funds to provide these services with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. If implementing schoolwide flexibility, describe the activities and services the school implements when it coordinates federal, state and/or local funds. If implementing consolidation of funds, also describe how the intent and purpose of each consolidated program is met.

([count] of 5000 maximum characters used)

Reform Strategies - ESSA, Sec. 1114(b)(7)(A)(i)-(iii)

Reform strategies are instructional strategies that 1) provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards; 2) strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 3) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Oklahoma Nine Essential Elements, #1, #2, #3, #8

Guiding Questions

Evidence-based Strategies
- What evidence-based strategies are being used in the classroom?
- Which instructional strategies should be utilized to meet the needs of the students?
- What data is collected to determine if instructional strategies are effective?
- How is the use of various instructional strategies monitored by the administration?
- Are daily objectives posted in the classroom using student friendly language?
- Have teachers been trained to support the core academics in their own subject matter?

Curriculum Alignment
- How is curriculum aligned with Oklahoma Academic Standards?
- Are students knowledgeable of Oklahoma Academic Standards?
- Have teachers created curriculum maps and/or pacing calendars?
- Do teachers collaborate in horizontal and vertical teams?

Extended Learning Time
- What extended day/year opportunities are available for students?
- What procedures are in place to encourage attendance of extended day/year opportunities?
- What procedures are in place to monitor student achievement in extended day/year programs?
- How do the extended day/year teachers collaborate with regular classroom teachers?
- What is being done to strengthen the core academic program at the school?

Assessment
- What benchmark assessments are used to monitor student achievement?
- How are the benchmark results used to drive instruction in the classroom?
- Have the schoolwide programs ensured that all students at the school have the opportunity to reach the state's satisfactory and proficient levels of learning?

Technology
- How has technology been utilized in the classroom?
- How has technology been effective in increasing engagement, motivation and achievement?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Reform Strategies, if applicable.

- What research-based curriculums will be used to support reading and math Oklahoma Academic Standards?

- What supplementary instructional materials will be utilized for student interventions/extensions?

Describe the reform strategies (1363 of 5000 maximum characters used)

We use a research-based Tier 2 & 3 Reading Intervention during the instructional day. These programs include Scholastic Reading Room, LLI and Myon Reading. Students are selected based on multiple sources of data and directed rather than invited for interventions. Interventions are scheduled at times that will guarantee optimal participation and gain. The programs differentiate levels of instruction to achieve proficiency for all students. Every Day Math is research based and provided by the State Department of Education. Intervention lessons are based on individual student needs and aligned to the state standards. Students and Staff use technology daily via mYon reading, online EveryDay math, Chromebooks, iPads and SmartBoard technology. Supplementary materials used are Studies Weekly, Quaver, and additional library books.BotBall and supplies-STEaMHuman Resource that will be hired, or paid a stipend to support our schoolwide school improvement plan are:iCoachTeaching AssistantsLead Mentor, Lead Reading Teacher, Lead Math Teacher Extended day-Tutoring will be offered and staff will be paid with Title I fundsPaper/toner/ink will be needed to support the above programs.Technology: iPads mini plus case, chargers, and required care licenseStudent Planners/agenda for family engagement Parent Night supplies will be purchased

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. (306 of 5000 maximum characters used)

HQT status is checked before hiring. OKCPS checks HQ status before offering contract. All teachers are HQ. Should a long-term substitute be necessary, HQ status is checked before hiring. OKCPS has templates for both non-HQ teachers and if a classroom is taught for more than 4 weeks by a non-HQ substitute.

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. (1031 of 5000 maximum characters used)

Professional Development for 2017-2018 will include curriculum and content supported by the following:Learning Sciences International, Benchmark Literacy, Data Driven Instruction, Marzano TLE & Vocabulary Instruction. Southern Hills will have an iCoach (Instructional Coach) five days a week and a Reading Specialist five days a week to work with staff on best teaching practices in reading and math. We will have a consultant work with us through

Learning Sciences International to become a Demonstration School of Rigor. Some teachers have sought out personalized training such as Google Docs, Writing, and STEM. We currently have very limited parental involvement. PTA is lightly attended. We host family literacy nights and two district mandated Parent-Teacher conference days are held and better attended. Southern Hills Elementary will continue to collect data and information to develop a parent involvement plan that includes components for: academic achievement, parenting skills, and continuing basic adult education.

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. (580 of 5000 maximum characters used)

The administration at Southern Hills participates in the annual job fair. We have been able to fully staff our regular education classes. We maintain close relationships with local colleges to maintain a qualified applicant pool of student teachers and practicum students who may eventually become employees of the school or district. We pair our master teachers with our new staff to provide a resource that can help the new teachers with integrating into our school. We also provide in-house professional development for our new teachers such as district technology software.

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. (697 of 5000 maximum characters used)

Meet the Teacher Night - teacher introductions - all parents invited - Attendance determined by sign-in sheet Family Literacy Nights - topics will include reading strategies and motivation, and math games to help development of skills, - All parents will be invited - Parent attendance and exit surveys will be used to evaluate effectiveness. 3 Parent/Teacher conferences - Student progress discussions - All parents are scheduled to attend - Percentage of parents that attend. Family Literacy- ESL/GED Classes for Parents offered through OKCPS Adult EducationWinter and Spring Family Dinners - families will be invited by staff. Parent and student percentage in attendance will be monitored

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. (978 of 5000 maximum characters used)

We provide all day Pre-K on site. This provides our youngest students with the readiness skills needed for proficiency. Smart Start provides parents with an awareness of these needed readiness skills. Pre-K students are given a very skill-specific quarterly report so parents can be informed of their child's strengths and weaknesses.Our 6th grade transition to middle school is made easier by a field trip to the middle school to become familiar with their campus and class schedules. Counselors are made available to those students who experience high stress. Our parents are also invited to their campus before school ends to become familiar with middle school expectations.We have partnerships with Metropolitan Library System, Girls Scouts of Oklahoma, Boy Scouts, Oklahoma City/County Health Department,Latino Agency, Hope Crisis Center, and other agencies that can offer systems of care or similar services for students and families to reach their academic potential.

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. (1120 of 5000 maximum characters used)

Southern Hills has a Leadership Committee that meets monthly, or more as needed. These teachers communicate with their PLC teams to disseminate new information. We have staff meetings three times a month. The annual Title I meeting also provides general overviews of our school's plan. Teachers are involved in implementation each day. The comprehensive instructional focus at Southern Hills includes the master schedule, systematic intervention and RTI processes, and a collaborative culture.. They identify the students at risk by analyzing the data from multiple assessments, individually and within PLCs. Remedial Specialists, special education, and ELL staff is available for consult when requested. The open communication through weekly PLCs is the most immediate and comprehensive way to get feedback about ongoing screenings. Teachers are provided an opportunity to complete the annual ASCD Whole Child School Reform Survey to provided valuable feedback. Southern Hills has a faculty advisory committee that meets once a week to discuss operational issues that may be impacting the quality of instruction.

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. (1034 of 5000 maximum characters used)

Teachers use multiple data sources and assessments to monitor student's progress. In addition to the district required benchmarks and F&P testing, teachers are given autonomy to use other common formative assessments and diagnostic assessments (Fontes & Pennel, Gates McGinnis, EverDay Math, etc.) to make instructional decisions within their respective classrooms. Teachers meet in weekly PLC meetings to review data and discuss assessment options for individual students as well as the overall program.In order to assist students in meeting challenging achievement goals, increased instructional time is often necessary. Please indicate (yes/no) to the options for increased instructional time that students will have access to if identified as at-risk of failing or failing to meet achievement standards: Set aside intervention classes - Reading & Math After tutoring based on data to guide instruction.In-Class Instructional Support - Instructional Support (Remedial Specialist) and two instructional para-professionals

Monitoring/Compliance Documentation
- written assessment and intervention plan

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

Submit

The application has been approved.

[Consistency Check] [Lock Application] [Unlock Application]

Consistency Check was run on:	9/29/2017
LEA Data Entry submitted the application for review on:	9/29/2017
LEA Administrator submitted the application to OSDE on:	9/29/2017
Program Review completed on:	10/9/2017
Final Review completed on:	10/10/2017

Selectable Application Print

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