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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - E5 - 0410 STAND WATIE 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

OSDE

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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

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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. (1379 of 2000 maximum characters used)

Every week the administration team meets with the teachers during PLC time. Professional development is a focus for the site due to the fact that almost 50% of the staff are either new to the site or new to teaching, and are emergency certified. Initial data has been reviewed to determine student levels in reading and provide information to organize intervention efforts. Initial meetings regarding RTI and support have been held, and students have been identified. Student engagement is a high priority and training has been scheduled and attended by 95% of staff members. Short term and long term goals for students will be reviewed and modified as necessary during PLC and staff meetings. Collaboration is a key focus of our PLC team meetings along with quarterly data review. Identified students for RTI will receive additional in-depth instruction by our Remedial Reading teacher on a regular basis. Data will be shared on their forward movement. Student engagement is also a key focus and monthly meetings with a Kagan Instructional Coach who visits classrooms and provides teacher feedback on the use of Kagan structures. Due to the high amount of EL learners, an intense review of students language levels and instructional access has been reviewed with a focus on improving the rate of language acquisition and a goal of 1.5 years of language per academic year.

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. (1169 of 2000 maximum characters used)

A review of current assessments and survey of professional development needs will help to develop a school profile. Additionally, a student and parent survey will help to focus school environment. Currently, the information shows that while a school climate is conducive to a positive work environment and relationship to parents focus must be given to improving instructional practice. The data from Fountas and Pinnell and Mastery Connect along with district benchmarks are collected each testing period and analyzed at PLC team meetings. Each teacher keeps records of each student's progress over time and uses this information to drive their instruction. Tier groups are designed around the needs of each subset of students; (ie, on level, strategic, and intensive). CRT scores are analyzed when they are released. Teachers chart scores in reading and math and make growth comparison to identify areas of critical need. Additionally, each quarter teachers review their Benchmark data. The results of this are discussed at staff meetings and PLC meetings. The leadership team uses this information to help write goals and develop the CIP plan for the school.

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. (653 of 2000 maximum characters used)

The assessment information most often used is Fountas and Pinnell, Mastery Connect, and LLI assessments; CRT, and unit assessments. We also will use site discipline data to review trends in behavior management. PLC meetings is when both short and long term goals for students are reviewed or modified as necessary. Administration meets with teachers during PLC time to review lesson plans, assessment data, Blue prints and standards. Quarterly reviews of data are done to assess the progress of students by both grade level and subject. During PLC meetings both quantitative and qualitative are reviewed in

order to improve the rigor of instruction.

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. (1147 of 2000 maximum characters used)

One great area of need is the improvement of language acquisition for our language learners. Data used to analyze progress include WIDA scores and composite levels; writing samples throughout the academic year, and unit assessments. An area of need is math number sense instruction and that is being addressed through deliberate instruction in each grade level with district provided Math bundles. Reading comprehension is another area of focus. Site implementation of Guided Reading will provide differentiated instruction in reading and comprehension and further opportunities to allow GATE students and SPED students access to reading instruction. Our Remedial Reading Teacher will provide intensive reading instruction to RTI identified students and will report data quarterly. Our Instructional Coach will meet with teachers to provide differentiated training in Balanced Literacy, Classroom Management, Data review, and other determined needs for both new and veteran teachers. Our Administrative team will review data during assessment periods and analyze and present to Leadership Team as well as staff members during 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 (4138 of 5000 maximum characters used)

A review of current assessments and survey of professional development needs will help to develop a school profile. Additionally, a student and parent survey will help to focus school environment. Currently, the information shows that while a school climate is conducive to a positive work environment and relationship to parents focus must be given to improving instructional practice. The data from Fountas and Pinnell and Mastery Connect along with district benchmarks are collected each testing period and analyzed at PLC team meetings. Each teacher keeps records of each student's progress over time and uses this information to drive their instruction. Tier groups are designed around the needs of each subset of students; (ie, on level, strategic, and intensive). CRT scores are analyzed when they are released. Teachers chart scores in reading and math and make growth comparison to identify areas of critical need. Additionally, each quarter teachers review their Benchmark data. The results of this are discussed at staff meetings and PLC meetings. The leadership team uses this information to help write goals and develop the CIP plan for the school. - Are daily objectives posted in the classroom using student friendly language? Yes, they are posted. Teachers do this in student friendly language along with listing of the objective. - Have teachers been trained to support the core academics in their own subject matter? One of the key focus areas is student engagement. We have trained over 90% of all teachers in Kagan Engagement strategies. The Kagan Instructor is providing monthly meetings with teachers to ensure effective feedback on the use of these strategies. Our Instructional Coach is providing ongoing training and support for new teachers as well as veterans. This year we developed trainings and will build on this moving forward. In the upcoming school year we will use BotCurriculum Alignment - How is curriculum aligned with Oklahoma Academic Standards? All teacher use the information provided from the district along with the use of curriculum bundles that are provided through the district to ensure a depth of instruction in Math. Foss Science kits are also used to ensure instruction in key Science curriculum. AR and BrainPop will be used to give ELL students more access to comprehension activities and language acquisition activities. Grade level teachers and ELL teachers will use both to ensure access to all. The Sound System will be used to assist in Parent Activities and Events within our Cafeteria and Gymnasium. Translation will also be provided within these meetings so that parent Involvement can be increased and maintain effectiveness. Chromebooks will be used to bring the site closer to 1:1 implementation of technology. The Chrome carts will provide storage and charging capacity for all the additional technology. It will increase student engagement and provide opportunities for families to engage in technology. We will be providing additional classroom library books that will increase reading times for all grade levels. Increasing reading time and resources will give access to literacy and will increase the language acquisition of our students. Assessment - What benchmark assessments are used to monitor student achievement? MyON, Khan, Mastery Connect and Fountas and Pinnell Technology - How has technology been utilized in the classroom? Chromebooks will be used in small group instruction in all classrooms 1st and up. School Improvement- What supplementary instructional materials will be utilized for student interventions/extensions? All of the following are supplemental instructional AR, myON, Khan, Mastery Connect, TTMMonitoring/Compliance Documentation - Evidence that reform strategies are being implemented and effective including curriculum mapping documents, extended day/year data, and core curriculum assessment data. A building academic calendar will be used to schedule all common assessments and testing. The calendar will also contain the PD training for teachers. PLCs will review PM and test results.

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. (329 of 5000 maximum characters used)

Guiding Questions - Are all teachers and paraprofessionals at the school highly qualified? All teachers hired on contract are highly qualified. This is checked by HR in the downtown office. Monitoring/Compliance Documentation - "Parents Right to Know" notification letter This is given to parent in every enrollment packet.

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. (1619 of 5000 maximum characters used)

Based on the comprehensive needs assessment, describe the focus of the school's professional development plan. Increasing the student engagement is one of our focus areas. We have provided in-depth training for all teachers in Kagan Strategies and Structures. We will also have monthly visits from a Kagan Instructor to provide walk-throughs and feedback to teachers and Administration in regards to implementation. Teachers received a stipend for attending the

initial training. Teacher leads will receive a stipend for supporting teachers in their respective content area. We have trained our teachers in LIEP plans, and the connection to core instruction. These plans provide goals for students in the area of language acquisition and allow us to communicate our language acquisition goals to students and parents on an individual basis. We are using our Instructional Coach to provide ongoing training and support for all teachers at the site. New Teacher meetings are being held weekly to provide trainings that include Fountas and Pinnell implementation; Benchmark Literacy Implementation; Infinite Campus and classroom management. she also provides ongoing assistance in entering student grades, ensuring Report Cards are complete and documented and visits classrooms on a consistent basis. We are holding New Teacher Training meetings on a weekly basis for ongoing needs as determined by teachers and the Administrative team. Fountas and Pinnell Implementation, Benchmark Literacy assessment and instruction, Infinite Campus; classroom management and providing data for Report Cards have been covered.

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. (407 of 5000 maximum characters used)

Describe the recruitment and retention plans. This year we have set the goal to retain our newly hired teachers. We are providing new teacher training, whole building PD, structured PLCs, faculty team building and ongoing coaching by our Instructional Coach. Teachers are encouraged to share training needs with Administration and every effort is made to ensure that teachers have materials and support.

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. (1937 of 5000 maximum characters used)

Describe the site's strategies for increasing parent and community involvement. The parent involvement meeting is held at the beginning of every year and the policy is given out during enrollment. Additionally, during this year the PTA has been restarted and membership has gone from 5 -30. PTA parents have become a common sight in the school. This year the school has also provided parent involvement activities in addition to the LA, Math, Back to school, and Health night. We have added Family geared events such as Daddy-daughter dances, Family Movie Nights and several soccer events. We have two parents on our committee one of which is also on our staff. Between the two parents we are able to get feedback from other parents who do have a seat at the table. We are purchasing paper, toner and ink to create more consistent communication with parents on a monthly basis. We have also ensured that every classroom is equipped with interactive folders to ensure weekly communication between teachers and parents. This effort will ensure adequate understanding of ongoing events, parent meetings, family opportunities to engage with the site, and a stronger connection. Our Smart Start facilitator will assist in identifying families that meet the criteria so that we can effectively contact and connect with them. This will provide another way to connect with potential future students and their families before they are enrolled in school. Smart Start books will be purchased and given out at events geared towards the families with identified age-appropriate students. The PTA is branching out to provide more opportunities to volunteer at the school site. They can assist in selling snacks for students on regular intervals, assist in monitoring during testing time, and also assist in clerical duties such as making copies, creating items for teachers to use in their classrooms and resources for instructional use.

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. (588 of 5000 maximum characters used)

Currently, we do have time when the middle school comes over to talk with the 6th grade students. During the school year upper grade students work with lower grades in the "reading buddies" program. In the upcoming year the master schedule is being created so that teachers will have the opportunity to observe effective grade level classrooms. This will increase the ability for teachers to identify transition points and times for grade level visits. Smart Start-is a transition that will take place for pre-kindergarten. This is a fun time with literacy focus for parent and child.

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. (771 of 5000 maximum characters used)

Describe school's process for including teachers in choosing assessments and collecting and analyzing data. Teachers need current and ongoing assessments such as student observation, benchmarks, formative assessments and summative assessments that describe student achievement. In a schoolwide effort, 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. In the upcoming year we have been allowed to use Mastery Connect which will help to streamline the use of data and data decisions. Teachers will also use Fountas and Pinnell data to analyze student growth and needs.

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. (861 of 5000 maximum characters used)

Describe site's academic and behavioral interventions. We will be using our Remedial Reading teacher to instruct RTI identified students for additional minutes in reading and comprehension. We also will use a designated 45 minute block to provide Tier 3 intervention in Reading for designated students. We will also be using our LLI kits to provide reading instruction across the grade levels. We will use Reading Horizons for the ELL students to improve their reading and language acquisition. An additional intervention is MyOn for non-fiction reading comprehension activities and Accelerated Reader to assist in Reading Comprehension for all students. Kahn Academy is an online programs to enhance instruction in both Math and Reading. We will also be implementing more aspects of PBIS. We will be implementing it to reward correct student behaviors.

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:	10/12/2017
Final Review completed on:	10/15/2017

Selectable Application Print

The application has been approved. No more updates will be saved for the application.

Requested Prints will be processed on the hour, from 8:00AM to 8:00PM, Monday Friday. Once completed, a link to a PDF will display on the Right Side of the page under Completed Printed Jobs. Applicants may save this PDF to their local computer, and print as desired.

Completed Print Request links will remain on this page for 7 days. After that time, the document will be removed. If you would like to retain a copy beyond 7 days, please save the PDF to your local computer.

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