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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - D8 - 0480 WILSON ES

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

Name

Constituent Group

Name

Constituent Group

## Needs Assessment Steps 2-6

### Step 2: Clarify Vision for Reform

Prior to collecting and analyzing data, the planning team in conjunction with the school staff should meet and discuss the vision for reform. The collective vision should define student success. The goals and programs identified in the Schoolwide/School Improvement Plan should align with this vision. Funds should be used based on assessment of needs and aligned with measurable goals.

*Oklahoma Nine Essential Elements, #7, #9*

Describe school's vision for reform. (794 of 2000 maximum characters used)

Our campus' vision for reform continues to focus heavily on Arts Integration across all disciplines with a heavy influence on Math and Reading. Our staff receives job embedded Arts Integration training with a focus on Math and reading a minimum of 18 hours per school year. Arts integration instructional strategies support the teachers understanding and instruction of core curriculum subjects. Teaching strategies are monitored weekly through walk through observations and bi monthly visits by our teaching artists who give feedback and model lessons when needed. Daily learning objectives and scales are posted for each math and language arts lesson in student appropriate academic language. We envision that this process will help all students gain at least one year's growth each school.

### 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. (595 of 2000 maximum characters used)

Wilson Arts Integration Elementary school is a neighborhood school that serves 380 Pre-K through 5th grade students. The campus qualifies for about 50% free and reduced lunch and services section eight housing, the City Rescue Mission as well as Mesta Park and Heritage Hills. We follow OKCPS district guidance in curriculum use and support this with Arts Integration training through the Kennedy Center. Our Title 1 plan is reviewed yearly by our campus leadership team and adjusted by taking into consideration our student assessment data, parent and student surveys, and team conversations.

### 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. (193 of 2000 maximum characters used)

Wilson Elementary school reviews district benchmark data, OCCT scores, classroom assessments, and Fountnas and Pinnel data. We also take into consideration discipline data and attendance rates.

### 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. (1973 of 2000 maximum characters used)

To ensure that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals: We begin each year with the

examination of student benchmark data, presuming it is available, and celebrate the successes shown by our students. Once the detailed reports are made available, the principal disaggregates the data which we then discuss in our Academic Leadership Team meetings. We also have a functioning Data Wall at Wilson to monitor student achievement progress. We begin the Data Wall with the benchmark Data, but the center focus is the achievement for the current academic year. We utilize this to chart the number of student at each achievement level on Benchmarks & STAR 360, as well as our attendance rate. These numbers are further broken down inside each classroom and displayed via Classroom Data Walls. Most teachers are able to run their own reports to obtain, analyze, and chart their data, but the principal also makes it a point to run the reports and sends them to the teachers. He also accesses the student CRT data for any students new to Wilson and distributes that as soon as it is available to our teachers for more individualized focus. We also analyze data as a part of our WISE Campus Improvement process in our WISE CIP Team meetings. From this analysis, we work with the Academic Leadership Team to formulate and monitor schoolwide SMART Goals. This data analysis is also shared with our Stakeholders for accountability by posting the Plans and Quarterly Reviews on our Wilson website and at our Parent-Teacher Conferences. Additionally, we ensure data conversations take place in our PLC Meetings and that we are engaging in Progress Monitoring to focus on individual student achievement. All teachers are also thoroughly trained in the Response To Intervention process. These tools/strategies/processes help us to foster individual student achievement, and use data to make progress toward meeting our goals.

**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 (1403 of 5000 maximum characters used)

Our campus' vision for reform continues to focus heavily on Arts Integration across all disciplines with a heavy influence on Math and Reading. Our staff receives job embedded Arts Integration training with a focus on Math and Reading a minimum of 18 hours per school year. Arts integration instructional strategists support the teachers understanding and instruction of core curriculum subjects. School administration also receives yearly training on monitoring and coaching for the desired results. Teaching strategies are monitored weekly through walk through observations and bi monthly visits by our teaching artists who give feedback and model lessons when needed. Daily learning objectives and scales are posted for each math and language arts lesson in student appropriate academic language. Teachers follow Oklahoma teaching standards both in the academic standard and in the fine art standard and create an art integrated lesson where students are able to demonstrate their understanding of both areas. Wilson has found that this approach allows all students regardless of their learning style to make progress and show growth. One important aspect of school reform for Wilson is encouraging and supporting students, teachers and parents in a positive campus atmosphere. We have adopted PBIS as a whole school and will support stake holders with training, prizes, and parent notifications.

**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. (405 of 5000 maximum characters used)

All teachers and paraprofessionals at Wilson are highly qualified. In situations where a long term substitute is used such as maternity leave parents are notified by letter of the person's qualifications and the exact expected length of time they will be covering the classroom. In the case of teachers who achieve advanced degrees or national board certifications OKCPS does offer a monetary incentive.

### **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. (1305 of 5000 maximum characters used)

At Wilson our staff reviews data on a ongoing basis and our professional development plan is developed on a yearly basis. During the 2016-2017 school our plan will support both Reading and Math through arts integration with a total number of 90 job embedded professional development hours being offered our staff during five different three day professional development opportunities During this time teachers will work with trainers both in a lecture style classroom

setting and in their own classrooms with their students in a modeling lessons delivery style. We work towards teachers getting the guidance and help they need with students immediately and then have trainers keep in contact between visits so that training is used and not just received and left unused on a shelf. School staff will complete a book study regarding children and poverty. It is important to understand how poverty effects a child and their ability to learn. This is specifically accomplished by offering teachers the ability to watch model lessons and then the following two days the instructor will observe the teacher continuing the lessons and building on it. Then substitutes are provided for teachers and administration can debrief with the trainers on what went well and what they can continue to work towards.

#### **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. (405 of 5000 maximum characters used)

Oklahoma Essential Element 8: Collaboration Leadership- Organizational Structure and Resources- Wilson has a cohesive leadership team that is organized to maximize the use of all available resources to support high quality performance of students and staff through the OKCPS district leadership job fair, teachers support and training throughout the school year as well as teacher mentors for new teaches.

### 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. (1093 of 5000 maximum characters used)

Parents are highly involved at Wilson. Our leadership team has developed both a parent involvement policy and compact which is reviewed and sent out to parents at Wolf Night our first parent involvement night of the school year. Parents are surveyed once a year to ensure that their voices are heard as a part of the educational process at Wilson. Parents are kept informed and involved through a weekly newsletter THE WOLF HOWL, through teacher weekly classroom newsletters, and through the campus website. Teachers also mail home letters, post cards, and updates on reading and math data. Wilson hosts a bi yearly Title I meeting where we discuss the state standards, how our Title I budget is used to support learning on campus, and how we collect data from our students to adjust our learning at Wilson. This year Wilson will offer a parent education class for our kindergarten parents. Participants will receive 6 hours of parent education around math and language practice and a tote bag with educational games and manipulatives to enhance at home skill practice with their child.

### 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. (892 of 5000 maximum characters used)

We find that Pre-K into Kindergarten is an area where we have transitional needs and spend the last two weeks of each school year introducing students to the new teachers, new areas of the school they may not have used as a Pre-k student. Parents have a special meeting on Wolf night that introduces them to the differences and then they are invited to participate in Early Bird classes throughout the school year. Our fifth grade students transitioning to middle school is the other significant transition that we see for our families. Wilson hosts a Middle School night and all middle school options are invite to join. Parents are invited to come and talk with teachers and recruiters from different middle schools. 5th grade teachers tutor students who may show weaknesses in Math or Reading skills that would be needed in the middle school setting as well as organizational skills.

### 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. (448 of 5000 maximum characters used)

Oklahoma City Public Schools used OCCT test scores, Fountas and Pinnell data collection, District benchmark data, and teacher created assessments to guide instruction. Teachers and building administration work with district level personal in PLCs to review data and guide teaching decisions. Professional Development is offered at the building level to assist teachers in using data to guide Arts Integration theories that would assist students.

### 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. (1384 of 5000 maximum characters used)

Teachers work with students, parents and their teams to look at quantitative and qualitative student data in both academics and behavioral areas. Then teachers get together in PLCs where they discuss this data and how they can best work to help all students. Our teachers use RtI to support students who may have concerns in either of these areas. The campus PBIS plan is a big help to teachers working with classroom management and supporting teaching students how to be successful on campus. Wilson uses a tiered strategy when working with academic data to enable flexible grouping and keep track of students growth areas and areas that teachers may see students backsliding. Students are monitored on a regular basis and may move groups depending on the areas of need this data shows. Students who are not showing as much growth as would be expected are invited to intersession classes during the school year breaks at Fall Break, Winter Break, and Spring Break to work on more intensive small groups skills. Teachers offer after school tutoring as well. The school will use title 1 funds to provide a bus for students who would like to take advantage of after school tutoring or enrichment activities. The implementation of Chrome books and Ipads have allowed teachers to create and use interventions on a more individualized basis and assess skills quickly and accurately.

**Monitoring/Compliance Documentation**

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

**Submit**

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

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LEA Administrator

Program Review

Final Review

## Selectable Application Print

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

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Schoolwide

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