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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - C2 - 0705 CAPITOL HILL HS - Focus 2

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

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Schoolwide Plan

**Plan
submission
due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

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

Legislation:

ESSA, Section 1114

Regulations:

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

OSDE

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

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

Name of Site Principal

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Student Support Services Staff

Name

Roger Jackson

Constituent Group

Teachers

Name

Marshall Stockdell

Constituent Group

Community-Based Organizations

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. (405 of 2000 maximum characters used)

Expansion of our AP program, continuation of our in school remediation, after school remediation, and the continued enhancement of our 2 nationally accredited Academy programs. We also need to improve our sharing of data with our Guiding Coalition (Leadership Team) and our Faculty as a whole. Doing these things will help to increase student achievement and continue to get them college and future ready.

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. (600 of 2000 maximum characters used)

We are focusing on double blocking our low performing students in Algebra 1 and English 2. Ensuring they are exposed to those subjects multiple times per day, will increase their scores on the state mandated End of Instruction Tests. We also will be hiring 2 Parent Liaison's to assist with increasing family and community involvement. We are looking to hire an Instructional Coach to help train and retain highly effective teachers who can perfect craft through the guidance of our district. We are also going to expand our after school services by offering transportation for after school tutoring.

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. (552 of 2000 maximum characters used)

We have met with the State Department of Education to review graduation rate data, student EOI data, and attendance data from the previous years. We have shared that information with both the Guiding Coalition and the Faculty during Faculty meetings. Our teachers utilize their Professional Learning Community (PLC) Collaboration time to construct common formative assessments, monitor progress of their students, share best practices, develop pacing guides that meet our district benchmarks and the release of new state standards in both ELA and Math.

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. (226 of 2000 maximum characters used)

Our vision for reform has been, and will continue to be, presented to Guiding Coalition and Faculty during weekly meetings. We also share our information with our parents and community members during our Title 1 Parent Nights.

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 (2665 of 5000 maximum characters used)

Capitol Hill High School uses such scientifically researched based strategies such as, previewing, chunking, Cornell Notes, and PQRRST+ to name a few. We need to continue to utilize these strategies and stay on the cutting edge of scientific research. All of our teachers post their objectives in some manner daily for the students to see. Administrators perform the district requirements when it comes to observations and evaluations, but we also perform walk through visits at the rate of once every other week for the teachers that we evaluate. Our curriculum is aligned with the Oklahoma Academic Standards, and our students are provided the OAS during their first week of school. Teachers have created pacing guides that meet the district guidelines. Teachers meet daily with their PLC's and twice a month meet with the vertical team. We offer after school tutoring and Saturday School. Transportation is provided for both of them. We are able to monitor student achievement through sign in sheets and remediation practices. Our extended day/year programs are offered to any of our teachers who are highly qualified to teach that subject. We are constantly sending our teachers to core content training so they can perfect their craft. Our Instructional Coach helps to train our teachers in scientifically based research strategies that will increase teacher effectiveness. In the past, we have used Edusoft as are benchmarks, but the district is moving to Mastery Connect. Benchmark results are analyzed for remediation purposes and for the ability to change instruction for the ensuing year. All students at CHHS are given the opportunity to succeed. We use SMART Boards, Chrome Books, iPads, Elmos, and projectors in the classroom. We also use Mastery Connect and have used IXL in the past. The use of technology has piqued the interest of our students and kept them motivated to achieve at their highest level. Training will be provided by the district during the summer of the new ELA and Math standards. We have also set up training during the last few days of the school year for our teachers to unpack the standards. We have also tinkered with joining Southern Regional Educational Board (SREB) but have not fully committed yet. Extended Program Day stipends for the administrators, teachers, and secretary will be funded with Title I funds. Title I funds will be used to support the above activities. Accessories and materials will also be needed such as batteries, scantrons, binders, and other supplies to support the curriculum. Books and Turnitin will be purchased with Title I funds: Class novels, AP books and Online programs supporting literacy.

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. (363 of 5000 maximum characters used)

All teachers and paraprofessionals are highly qualified. We do not offer any incentives for advanced degrees or NBCT. All parents have been notified that their child's teachers are highly qualified. We have not created any charts to advanced degrees, or years of experience, but that information can be found on the District website under our statistical profile.

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. (341 of 5000 maximum characters used)

Yearly PD plan was developed in cooperation with Guiding Coalition. We utilized our SMART Goal, and data analysis from the past year to drive our PD. We send out surveys to our faculty to drive our PD and find out how effective it was. We will focus on student achievement and EOI scores, as well as decreasing tardies throughout the school.

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. (1380 of 5000 maximum characters used)

We actively recruit teachers throughout the year. We also attend both district career fairs, and have a relationship with the Teach for America program. The district has gone on recruitment trips to Hispanic countries to help lure dual language teachers here to OKCPS. All open positions are posted on the district website. Our HR department also attends college of education job fairs, and we are constantly recruiting teachers from past places of work. When we get teachers into the building, we hold a new teacher orientation at school, we have a Teacher Mentoring program that works with new teachers for the first 2 years. We also have an hour in the school day set aside for Professional Learning Communities that helps our new teachers plan and interact with veteran teachers in their same subject matter. Our Guiding Coalition, (Leadership Team) meets every week to discuss decision making. We also promote a positive work environment through faculty luncheons and picnics, provide educational leadership opportunities, and room for advancement within the school. We partner with UCO to provide us with student teachers, and those teachers that have a student teacher are given a voucher for continuing education. We also participate in the Federal Student Loan Forgiveness program that will help to offset student loans for teachers who spend 5 years in a Title 1 school.

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. (1383 of 5000 maximum characters used)

A Parent-School Compact has been created. It is made available to the parents on the district website and updated annually. Parent involvement opportunities are evaluated by attendance, and surveys after the fact. Surveys take place in paper form, and Survey Monkey. Parents are notified of the activities through blackboard connect, our RoboCall system, marquee announcements, flyers for students to take home, and word of mouth. We hold a Super Saturday here at CHHS to increase parent and community involvement. During Super Saturday the parents are able to learn about how to better care for their themselves and their families. We also hold a Parent/Teacher Conference during each semester. At those times, the parents are educated about what is going on in their child's academic career, and how they can be of service. Smartweb is a web based grading system that our parents have access to. The parents have been informed of state standards through their student's syllabus, and the parents are communicated with by mail, email, phone call, and the occasional home visit. Title 1 parent nights are scheduled and made available at times that are accessible to the parents. They are informed about the Title 1 nights in the same manner as P/T Conference nights are communicated. Title I funds will purchase paper/toner/ink and postage for the support to activities listed above.

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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Uploaded Files:

No files are currently uploaded for this page.

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. (1004 of 5000 maximum characters used)

We host a Holiday Celebration for Lee Elementary, where each student receives a gift, and all students in attendance are paired with a mentor high school student. Our AoA, AoE, JROTC, and Link Crew have been to each of our feeder Middle Schools to promote our school specific programs. We also hold a New Beginning night in March as an effort to familiarize our middle school students with our building and programs. Our counselors take part in the transition nights, and go to the middle schools to help with enrollment. The same night that we hold our New Beginnings meeting for incoming freshmen, we hold a transition night for our upper classmen. Our faculty meet vertically with their department to discuss how best to prepare our students for their future courses twice a month. We meet daily with our PLC's to discuss best practices. New students to our school are given a tour of the school, which includes, but is not limited to their class schedule, and any other important sites to the school.

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. (754 of 5000 maximum characters used)

We disaggregate data on a weekly basis through Guiding Coalition, Faculty Meetings, and daily through our PLCs. There is professional development held to pour over the data and find out where our major problems are, and how we can fix them. Teacher are monitored by the administration to ensure they are teaching the information that is relevant to student success. They hold regular data meetings during their PLC times to discuss what was or was not effective, and how to increase student achievement. Assessments are regularly evaluated for effectiveness, as is the teaching that was done prior to giving the assessment. All assessments are aligned with the OAS, and we remediate based off how the students perform on our Common Formative Assessments.

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. (1444 of 5000 maximum characters used)

Our teachers at CHHS provide differentiated instruction to all students. We have begun to implement PBIS with fidelity, and are constantly evaluating our students' learning during our lesson cycle. Our teachers have had trainings on individualized instruction, PBIS, and RtI. We offer pull out opportunities for our students throughout the school day. We also offer a weekly during school remediation time called "SCORE" Students Centered on Real Education, which allows us an opportunity to remediate students who are not able to be here for our after school, or extended school year schedules. We identify these students through use of our data analysis based off of CFAs. The students are "drafted" for their SCORE class by need. EOI subjects get the first draft, EOI Feeders next, Graduation Requirements, Core Classes, Academy Classes, then Electives. The draft lasts for 6 weeks, and if a student no longer needs remediation in that class at the end of the SCORE Period, they get to be drafted by another. We reevaluate this draft every 6 weeks, to ensure that no students who need remediation are being missed. In forming a committee that helps with the implementation of PBIS, we have been able to identify the proper way we want students to act in all common areas, and have decreased our behavior incidents, simply by setting a precedent of how to act for our students. Title I funds used to hire remedial math and reading teachers.

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:	10/1/2017
Final Review completed on:	10/10/2017

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.

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Schoolwide

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