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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - C6 - 0273 JACKSON 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

**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

Teachers

Name

Angela Smith

Constituent Group

Teachers

Name

Angela Doroteo

Constituent Group

Parents

Needs Assessment Steps 2-6

Step 2: Clarify Vision for Reform

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

Oklahoma Nine Essential Elements, #7, #9

Describe school's vision for reform. (883 of 2000 maximum characters used)

Our school vision for reform focuses on student growth, and we will show a minimum of one year growth for each student, regardless of his or her grade level proficiency. To achieve this goal, we are implementing a school-wide 2 hour literacy block with a focus on literacy work stations to master new skills, flex grouping, cooperative learning, small group interventions, and guided reading. We will maximize teacher/student ratio by having 2-3 adults in each classroom during the reading block to facilitate intense, skills-based literacy stations. These literacy stations will focus on specific grade level skills, and we will differentiate instruction during teacher-table time and through flex grouping. In addition to this 2 hour block, after school tutoring and intersession will be offered for struggling students who are failing to meet the minimum growth expectations.

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. (1828 of 2000 maximum characters used)

Our school profile includes a major focus on parent and community involvement, with frequent professional development opportunities for the staff to continue their education and to promote lifelong learning. To promote parent involvement, we have a back to school night and an open house night at the beginning of the year to introduce parents and students to their teachers and to show them around the school. We also have family literacy nights every month, when students and their families come to school to read in the classrooms, take home free books, and have snacks. In addition, Smart Start and Parents as Teachers are great programs that bring parents up to the school and get them involved. Community involvement is another important part of our school profile, and we have partnered with Communication Federal Credit Union and MECU in years past to help with book drives and providing Christmas gifts to our students. These local businesses have contributed invaluable services to our students and school community, and we will continue to work with them to do great things! Another integral part of our school profile is a focus on professional development for all staff. These monthly trainings will focus on cooperative learning structures, classroom management, technology, guided reading, classroom leveled libraries, and PLCs/collaboration. Finally, we will have an instructional coach to model lessons, collaborate with teachers, and promote best practices in the building. The changes have shown positive academic growth, for example, 2/3 of our PreK students were above the bench mark in all 4 areas of the ELQA and all but three students above the benchmark 2 or more catagories. Also, 85% of our 3rd graders met RSA requirements and 67% scored proficient which is a 20+% increase over previous year.

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. (767 of 2000 maximum characters used)

In order to promote data-driven instruction, we used a variety of formal and informal assessments to track student growth. Formal assessments will include STAR 360, benchmarks for upper grades, DIBELS, and the ELQA for Pre-K. In addition to these assessments, each grade level shared common formative

assessments that focus on specific grade level skills. Also, teachers used progress monitoring, data binders, anecdotal records, and student portfolios to monitor student progress and to adjust instruction as needed. Student progress is tracked in the school's Data Room, and data points and possible interventions are discussed during weekly PLCs. Attendance plays a key role in student success, and weekly attendance is tracked by grade level and school-wide.

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. (755 of 2000 maximum characters used)

As previously mentioned, we will use STAR 360, common formative assessments, anecdotal records, DIBELS, weekly assessments, benchmarks, and data binders to assess student learning. Flex groups, differentiated instruction, and small group interventions are used to promote student success. We tracked reading and math scores in the data room and modify classroom instructional strategies to accommodate struggling students. We discovered our students perform low in areas of vocabulary and comprehension. The struggle of reading makes it difficult for students to have the fluency needed to read and comprehend a passage at the same time. The goal of increasing fluency, vocabulary, and comprehension will be a driving focus during the 16-17 school year.

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 (1321 of 5000 maximum characters used)

A variety of reform strategies will be used to promote student success. Some of these include: long-range planning guides to set long-term goals, cooperative learning structures to review content, small group instruction to practice specific grade-level skills, direct instruction, flex groups, technology, guided reading, differentiated instruction, and literacy work stations. Teachers will post and discuss daily objectives in their classrooms, using learning scales to monitor the students' levels of understanding. Administrators will use walk-through folders to track visits to the classrooms and what was observed. In addition to these classroom strategies, we will provide after school tutoring and intersession to struggling students. Technology will play a vital role in the reform strategies, and teachers are expected to integrate technology into their lessons. Each classroom will have a SmartBoard and 1:1 technology with I-Pads or chromebooks. This use of technology will increase student engagement and promote student success. We will also use a remedial specialist and a teacher assistant to provide targeted reading intervention for identified low performing students. The identified students will receive an additional 40 minutes of direct instruction daily outside of the classroom academics.

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. (114 of 5000 maximum characters used)

During the interviewing and hiring process we verify that each teacher hired is highly qualified for the position.

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. (1101 of 5000 maximum characters used)

Administration sent out a PD survey at the beginning of the year to get input from teachers on what they would like to learn more about or specific areas they are needing help with. Teachers are also encouraged to lead PD trainings to share their expertise with their colleagues. In addition to teacher input and participation, administrators will follow-up on PD during weekly walk-throughs to note which new practices are being implemented in the classrooms. This

will hold teachers accountable to use what they have learned in their trainings. We will focus on reading interventions of phonemic awareness and independent reading through guided reading. Job-embedded PD for Lexia and MyOn are planned throughout the year. The PD will focus on implementation, intervention, and data review to drive instruction. We will use myOn and Lexia as our main technology programs for reading intervention. Both programs will be a daily literacy station during the reading block. Lexia focuses on discrete skills a student is weak in and myOn works on students fluency, comprehension, and reading stamina.

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. (611 of 5000 maximum characters used)

We will recruit highly effective teachers by attending multiple job fairs and posting open positions on college job boards. As each teacher is hired the will be matched with a team teacher mentor to assist with day to day challenges of curriculum, student behavior and expectations, routines, and parent community relations. We also meet as faculty/staff on a monthly basis outside of school to build a strong community/family spirit. The instructional coach and lead mentor teacher will also attend university job fairs to recruit new teachers and discuss the benefits and support they will receive at Jackson.

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. (1185 of 5000 maximum characters used)

As previously mentioned, parental and community involvement play an integral role in our vision of reform. In addition to the items previously mentioned, parents are invited to participate in 2 parent-teacher conferences, the annual title 1 parent informational meeting, and family literacy nights. Teachers are expected to facilitate frequent communication with parents through weekly Thursday folders, class newsletters, and positive phone calls home. Finally, parents are encouraged to use the parent portal online to communicate with teachers and to track student progress. Annual Title 1 Parent Meeting Parent Compact, Parent Policy, District Policy, Parents' Right to Know August 2017 Parent Involvement Nights, (These nights will include refreshments and will conclude with a parent survey.) Technology Night Fall 2017 and Spring 2018 Literacy Night Fall 2017 and Spring 2018 Math Night Fall 2017 and Spring 2018 State Testing Information Meeting March 2018 End of Year Meeting May 2018 Smart Start-Monthly classes with take home books for participating children. Smart start provides essential skills to pre-school age children that prepares them for the school setting.

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. (1321 of 5000 maximum characters used)

Transitions can be difficult for some students, so we have a variety of programs and activities to make this process smoother for everyone. First, Smart Start is an early childhood initiative to promote school readiness. Our families have the opportunity to participate in this program when their children are too young to attend Pre-K. Second, students will go to visit the next grade level at the end of the school year to see where they are headed and to meet the teachers. Third, we will invite middle schools to visit and give presentations to familiarize our parents and upper-elementary students with their future schools. Finally, Parent Orientation Night provides families with an opportunity to tour the school, meet the staff, ask any questions they may have, and to learn about school policies and procedures. We hosted a Parent/Student Orientation Night August 2017 Jackson has a full day in school Pre-Kindergarten Program which provides a seamless transition into the upper grades. We coordinate programs with the district's Early Childhood Office. Jackson students go to Roosevelt Middle School. The Jackson counselor coordinates with the Roosevelt MS counselor to have a staff representative from Roosevelt come to Jackson to give information out and answer questions. This will occur in May 2018.

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. (1352 of 5000 maximum characters used)

Administration shares testing dates and other important dates with staff using Google Docs. Teachers are encouraged to add field trips and other special events to the calendar as they arise. In addition to the yearly testing and school activity calendars, a monthly calendar is posted in the data room to keep teachers up-to-date on all upcoming staff meetings, PD trainings, drills, etc. At beginning of year, staff receive training on how to give F&P Benchmarks and District Assessment and how to use the data to plan interventions. Reports are analyzed in grade level PLC's and in leadership meetings. This data is used to identify areas of strength and weakness and to plan needed re-teaching, interventions, as well as to progress monitor. Unit assessment grades are analyzed in weekly PLC meetings. Teachers use the data to plan future interventions and to share best practices. State testing data is used to plan next year's academic goals. This data is used to identify strengths and weaknesses and to plan yearly instructional goals. This data is also used to plan individual student goals. Data is used for all decisions: School Wide Goals- Increase Reading and Math Scores on A-F Report Card Grade Level Goals-Increase Math and Reading scores on F&P and District Assessments. Classroom Goals as identified. Student Goals as identified.

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. (2214 of 5000 maximum characters used)

We will use daily, specific, skills-based interventions to ensure that all students experience success and show growth in their learning. These interventions will include: small groups with differentiated instruction, literacy and math work stations, Kagan cooperative learning structures, flex groups, tier instruction, district led strategies, guided reading, after school tutoring, and intersession. Teachers will use data from F&P and other assessments to identify students who are in need of these interventions, and they will work together with administrators and parents to ensure growth in all students. We will use myOn and Lexia as our main technology programs for reading intervention. Both programs will be a daily literacy station during the reading block. Lexia focuses on discrete skills a student is weak in and myOn works on students fluency, comprehension, and reading stamina. PBIS will be used to provide student behavior interventions. Students will be rewarded with caught you being good tickets to reward good behavior. All staff will be trained in PBIS. School-wide behavior expectations will be established and enforced by all staff members. Data from discipline referrals will be tracked to look for trends, identify concerns, and plan behavior interventions for students. Students will be provided with after school tutoring based on need. This need will be identified by data from Fountas and Pinnell reading assessment and teacher input. RTI interventions will be planned for students based on demonstrated need. Principal will monitor

practices and implementation by conducting classroom walk-throughs, attending grade level meetings, providing staff development opportunities, and meeting with the leadership team. The media specialist/counselor will also be included in PD. Both positions meet in whole group settings that require student participation and engagement. The Kagan Cooperative Learning PD is essential in making sure that all students are engaged in the learning when they are with the media specialist/counselor. We expect the same level of learning and engagement in all large group environments. This PD gives equal opportunity for learning by all students.

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.

Consistency Check

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Unlock Application

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LEA Administrator

Program Review

Final Review

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