
Application Printout

eGrant Management System

Printed Copy of Application

Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - F2 - 0280 KAISER ES - Priority

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

Cycle: Original Application

Date Generated: 11/7/2017 1:12:58 PM

Generated By: 13653

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 Contacts:

Debbie Pham, Program Specialist

Email: Debbie.Pham@sde.ok.gov

Phone: 405-522-1929

Shelly Ellis, Executive Director

Email: Shelly.Ellis@sde.ok.gov

Phone: 405-522-3263

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

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

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. (195 of 2000 maximum characters used)

We will promote Balanced Literacy in order to meet the needs of all students by providing purposeful instruction through guided reading, word work, vocabulary, self selected reading, and writing.

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. (309 of 2000 maximum characters used)

When the profile is made available, the leadership team will focus attention on areas of strengths and weaknesses. Information from the profile will be shared with other stakeholders during monthly parent meetings. Faculty will focus on activities in content areas that parents may assist students at home.

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. (200 of 2000 maximum characters used)

Available data sources include but are not limited to STAR360, Benchmarks, Imagine Learning, Fountas & Pinnell, teacher made assessments, unit tests, student surveys, attendance and suspension reports.

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. (427 of 2000 maximum characters used)

Data will be collected and analyzed during horizontal and vertical team meetings, PLC's leadership meetings, RTI meetings, and PBIS meetings. Summarized data will be presented to faculty, staff and parents during faculty meeting, and monthly parent meetings. Data derived from classroom assessments will be analyzed during horizontal team meetings for strategic planning of instruction to be used during tiered interventions.

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 (3282 of 5000 maximum characters used)

Scientifically Based Research Strategies: Part of the district initiative is to purchase Book Rooms. Book room materials will be used during Balanced Literacy in guided reading sessions to support students in need of intervention. Instructional strategies will include read alouds, turn and talk, and discuss, pair, share strategies to increase student engagement. Data will be collected utilizing Fontas and Pinnell (F&P), in addition to Benchmark assessments. Curriculum; Alignment: Administrators at Kaiser utilize PLC teams for horizontal meetings, leadership and operational teams who work together to plan curriculum, as well as staffing needs and structures within the school that support effective teaching and student learning. Currently, the district curriculum department provides pacing guides which align curriculum to the state standards. Teachers use the state standards and formative assessment data to guide planning and instruction. Administrators perform walk-throughs, observations and evaluations to ensure that instruction is research-based, rigorous and aligned to Oklahoma standards. Extended Learning Time: Tutoring is used as a means to address extended learning time for students both on the school campus and at a local church through the faith based tutoring program Whiz Kids. Opportunities for extended learning time are also offered during intersession. To encourage student attendance, tutoring sessions are offered both before and after school. Parent meetings are held throughout the school year to promote tutoring. Information is also distributed through news letters, on the school website, and through social media. Data from F&P and benchmark assessments are used to track student progress. Data obtained from the tutoring programs and during intersession is forwarded to regular classroom teachers on a regular basis. Data is discussed during grade leveled meetings, during vertical team meetings and/or during PLC's. To strengthen the core academic program at Kaiser, instruction is delivered through whole group and small group lessons for tier 1 and tier 2 intervention. Assessment: The F&P and benchmark tests are provided to all schools in the district. The data can be compared across classrooms and across schools in the district. Data analysis support is provided through PRE and the curriculum department at the district level. Interventionist as well as instructional coaches are available to provide professional development to support teachers in a variety of areas. Teachers use the state standards and formative assessment data to guide planning and instruction. Administrators perform walk-throughs, observations and evaluations to ensure that instruction is research-based, rigorous and aligned to Oklahoma standards. Technology: Students will utilize Chromebooks to have additional computer access for Imagine Learning, MyOn Reading and research projects. Primary classes will mainly use iPads, to practice skills on Imagine Learning and MyOn Reading. School Improvement: 515 funds will be used for 8 teachers for before & after school tutoring, FOSS Kit supply replenishment, Chromebooks, Professional Development for 48 teachers, books for independent reading, and books for literacy Night

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. (1249 of 5000 maximum characters used)

Administration attends job fairs to recruit highly qualified and highly effective teachers. Policies of the school district, set in place provisions where certified staff members on a plan of improvement will not be transferred to other buildings within the district. At the school level, administrators select a group of teachers as members of an interview team. Candidates are interviewed by the leadership team using questions from the Marzano's high yield strategies to fit the needs of the school. Questions pertain to instruction, best practices, school culture and climate, data, and relationships with students and colleagues. Applicants are interviewed and asked to respond to various scenarios and/or to provide examples of lessons. References are checked and a decision is made. Team members include administrators, faculty members of the perspective grade level, members of the leadership team, and one parent and/or community member. All parents are notified of their right to request information regarding the qualifications of the highly qualified teacher at the start of each school year and letters are distributed to parents as notification when students are taught by a non-highly qualified teacher for more than four weeks.

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. (708 of 5000 maximum characters used)

PD relates to research based curriculum and to TLE that is used to evaluate teacher effectiveness. Technology that supports the research based curriculum is utilized to support student learning and teacher effectiveness. A monthly PLC is dedicated to PD in the TLE model. Student engagement and questioning (depth of knowledge) were a couple of considerations taken from the TLE model to help determine professional development. Faculty collects data in core

subjects to examine areas of weakness and plans for PD accordingly. In addition, staff members are given a survey at the end of the previous school year and mid-year of the current year to determine their professional development needs as well.

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. (1580 of 5000 maximum characters used)

Open positions are posted on school and district Web sites as well as in local news papers, and administrators attend job fairs conducted by Oklahoma City Public Schools to interview perspective applicants. In addition, all positions are immediately posted on Search Soft upon receipt of job openings. Local university teacher placement offices are also contacted and a request for student interns is made to identify future teachers within the community. Successful teacher induction systems focus on student learning and teacher effectiveness. Strong programs include instructional mentoring by carefully selected, well prepared, released mentors; professional learning communities for mentors and new teachers; engaged principals; and supportive school environments and district policies (New Teacher Center, 2016). The goal of our committee is to provide support for a new teacher to ensure the academic success of our students and the new teacher. Each new teacher to Kaiser will be assigned a mentor teacher and administrator to collaborate with and to discuss success, concerns and best teaching practices. In addition, new teachers will have a district TLE Coordinator, an instructional coach, and district curriculum support along with other coaches as needed. Each school within the district will provide lead teachers to assist with curriculum. The Orientation Checklist, Beginning of the Year Checklist, Middle of the Year Checklist and End of the Year Checklist will provide a beginning dialogue on specific topics for the new teacher and mentor to review.

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. (1424 of 5000 maximum characters used)

Kaiser has a monthly family event titled Smart Start which supports parents of children 0 to four years old who do not yet attend school. Activities are centered on early reading and math literacy. Monthly parent meetings are hosted by the Parent Liaison during the school day to provide academic support for their children. Parent conferences are held in the fall and spring to discuss student achievement and the level of school supports needed. Title one funds are used for the Smart Start program and the Parent Liaison position. We will continue to monitor the effectiveness of these two programs by using surveys and participation attendance in the form of sign-in sheets. Parents are notified of parent involvement activities via newsletters, the school web-site, Facebook and automated phone calls. All families who participate will receive books for families to grow their home libraries. Teachers will receive a stipend for teaching parents strategies and activities they can use at home to encourage student growth in reading and math. All programs listed above will be sustained through both Federal and local monies each school year. A copy of "Notification to Parents" of the annual parent title 1 informational meeting is kept in the Title 1 Notebook. Parent surveys are given regarding parent involvement activities and teachers are required to submit a quarterly parent communication/contact log.

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.

no file selected

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. (1099 of 5000 maximum characters used)

Students transitioning from home to school are encouraged to participate in the Smart Start program. Smart Start supports parents of children 0 to four years old who do not yet attend school. Activities are centered on early reading and math literacy. Transition for Kaiser sixth grade students to Taft Middle School will consist of students having classes with two core academic teachers, a P.E. teacher, a vocal music teacher, and an art teacher. The counselor serving the 7th grade students will hold an informational meeting for parents and students at Kaiser Elementary before enrollment forms are due for the 2017-2018 school year. Students will utilize daily agendas to track class assignments to be completed. All parents are encouraged to attend parent teacher conferences in February to discuss transition activities and expectation of students transitioning to the next grade level. In addition, staff members will meet monthly for vertical alignment and students will visit classrooms for the next grade level to observe curriculum and classroom procedures at the end of the year.

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. (1665 of 5000 maximum characters used)

The Leadership committee consists of a minimum of one teacher representing each grade level, a teacher from the special education staff and a teacher from the staff teaching other classes. These teachers represent their team in decision making after discussing options with their team members. The F&P and benchmark tests are provided to all schools in the district. The data can be compared across classrooms and across schools in the district. Data analysis support is provided through PRE and the curriculum department at the district level. Interventionist as well as instructional coaches are available to provide professional development to support teachers in a variety of areas. Teachers use the state standards and formative assessment data to guide planning and instruction. Administrators perform walk-throughs, observations and evaluations to ensure that instruction is research-based, rigorous and aligned to Oklahoma standards. The administrators and teacher leader team participates in professional development provided at the state and district level to better inform our team on the use of data and to drive decisions at the school level. Currently, administrators have been involved in data review at the district and school level for F&P. Evidence of attendance for data review meetings are kept with the administrators in the form of agendas and sign-in sheets. Teachers participate in weekly PLC grade level meetings to review data and make decisions regarding the use of data which drives grade level instruction. Data review is sustained with weekly scheduled PLC meeting agendas, sign in sheets, minutes and the use of data walls.

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. (2399 of 5000 maximum characters used)

At the start of the school year, grade level teams met with administration to develop a schedule which focused on whole group instruction and interventions and the Daily 5. Currently additional time is also provided for student remediation in small groups throughout the school day and during intersession days in the fall, winter and spring to develop needed reading and math skills. Time for teacher collaboration is provided through daily grade level planning times. Goal #1 - Intervention(s): Students who need reading and math intervention will participate in Tier 2 and Tier 3 small group intervention support. Students will participate in remediation and skill focused lessons for reading and math during fall and spring intersession. Goal #2 - Intervention(s): Students in grades k-6 will participate in MyOn Reading and Imagine Learning. Teachers will use daily small group interventions that are skill focused for increasing achievement levels of all students. Student progress will be monitored according to the district progress monitoring schedule. Goal #3 - Intervention(s): Teachers will focus on skills that are found to be deficient through progress monitoring using the F&P progress testing. Kindergarten through third grade teachers are using the Leveled Literacy kits to enhance student achievement in reading comprehension and fluency. Students will use Scholastic News as another resource to provide non-fiction reading opportunities. Goal #4 - Intervention(s): Teachers will analyze vocabulary from lessons taught and

benchmarks to determine student understanding of academic vocabulary. The academic vocabulary lessons will be implemented school wide to increase student comprehension and fluency skills. Vocabulary will be integrated through use of LLI kits, Benchmark Literacy, Social Studies Weekly, and experiments with FOSS Science kits to build academic vocabulary. Goal #5 - Intervention(s): Building of cohesiveness and morale through posting teacher positive comments and recognition in faculty meetings and Kangaroo kickoff will occur weekly to recognize teacher attendance. The Budgeting of state and federal funds expenditures allocated to Kaiser Elementary are used to support the needs assessment developed by the school leadership team. School Improvement funds are used to pay for stipends for tutoring and to purchase supplemental materials.

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:	9/16/2017
LEA Data Entry submitted the application for review on:	9/16/2017
LEA Administrator submitted the application to OSDE on:	9/26/2017
Program Review completed on:	9/29/2017
Final Review completed on:	10/1/2017

Selectable Application Print

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

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

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

Request Print Job

Schoolwide

Request Print

Requested Print Jobs

[Requested by Terry Fraley on 11/7/2017 12:49:59 PM](#)

Completed Print Jobs