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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - A3 - 0295 LEE ES - Priority

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

Cycle: Original Application

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## Schoolwide Plan

**Plan submission due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

**Program:**

Title I, Schoolwide Plan/School Improvement Plan

**Purpose:**

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

**Legislation:**

ESSA, Section 1114

**Regulations:**

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

**OSDE**

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

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

Name of Site Principal

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Teachers

Name

Dierdre Watson

Constituent Group

Teachers

Name

Jessica Tilley

Constituent Group

Teachers

Name

Theresa Reyes

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. (1916 of 2000 maximum characters used)

Teacher input through Professional Learning Development and data meetings indicated that there was a need to identifying specific strategies that were more individually based in order to continue the progress of academic achievement at Lee. Lee has consistently made progress in overall student growth, but the bottom quartile of students were not making progress at the same rate as other students. Overall school goals had previously been identified based on data from benchmark assessments as well as OCCT data, focusing on overall student achievement. An all school FLEX group had been implemented with the focus on overall school goals and students were identified and placed in small group intervention groups based on benchmark assessment data that identified only performance level not specific skill deficits. Students were receiving small group instruction but the skills were not specific to their needs. After analysis of data and pre and post assessments it was determined that the small group FLEX was not improving student performance. The faculty determined that more strategic and specific interventions were needed for continued growth. During our first intersession we targeted students that were in the bottom quartile and developed academies that were specific to skill level rather than grade or performance levels. We developed pre and post assessments to assess students knowledge prior to the 3 day additional instruction then provided targeted instruction and collected post data for comparison. We then tracked those students performance through progress monitoring with our STAR assessment. At our winter intersession we invited the same students and repeated the process. Data on the middle of year benchmark as well as progress monitoring indicated that students who participated in targeted interventions were making significant progress and the gap in achievement was closing.

### 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. (1139 of 2000 maximum characters used)

Lee used specific intervention strategies for the 2015-2016 school year to create a school profile during intersession learning and small FLEX groups. For the third year, Lee Elementary again conduct flexible groups for reading in grade levels Kindergarten through 5th. This structured time of fifty minutes is built into the daily schedule and is a non-negotiable instructional part of each student's day at Lee Elementary. Flexible groups consist of students from each classroom within that grade and are leveled according to reading benchmarks scores for 4th and 5th grade and Easy STAR scores for Kindergarten through 3rd grade. Teachers decide upon which level they will teach in their grade level and then plan, write, and implement intense small group instruction based on student needs. For the upcoming year, we plan on doing a school wide FLEX that will place students on specific skill level in each small group rather than by performance level of each grade level. This was implemented during intersession and data analysis identified improvement in the bottom quartile of students with a decrease in the achievement gap.

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

Lee uses STAR 360 data, edusoft benchmark, OCCT, grade level common assessment, and progress monitoring data. Lee also utilized MyOn reading and LLI.

### **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. (983 of 2000 maximum characters used)

Analysis of data and pre and post assessments determined that the small group FLEX was not improving student performance. The faculty determined that more strategic and specific interventions were needed for continued growth. During our first intersession we targeted students that were in the bottom quartile and developed academies that were specific to skill level rather than grade or performance levels. We developed pre and post assessments to assess students knowledge prior to the 3 day additional instruction then provided targeted instruction and collected post data for comparison. We then tracked those students performance through progress monitoring with our STAR assessment. At our winter intersession we invited the same students and repeated the process. Data on the middle of year benchmark as well as progress monitoring indicated that students who participated in targeted interventions were making significant progress and the gap in achievement was closing.

### **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 (2945 of 5000 maximum characters used)

LLI and Payne as well as leveled reading small groups were utilized in the classroom for the 2016-2017 school year. Direct small group instruction is scientifically shown to increase student performance. Each student will be served through an all school FLEX. For the first year, Lee will provide small flex groups determined by student specific skill need rather than just performance level. This structured time will be a non-negotiable instructional part of each day. Students will be placed in groups that are skill set specific taught by teachers who have shown success and a desire to focus their instruction on particular skills. Each teacher was and will be asked to identify a specific skill set in which they felt they would be able to identify real world application, hands on learning, and project based activities to provide a multiple approaches to the instruction of the skill. All certified teachers and non-certified personnel will have a small group made up of multiple grade level students but the same skill level students. This will allow instruction to impact students in their area of academic need. The intersession pilot program proved that the difference in grade level did not affect the outcome of learning and a significant decrease in behavior especially for the older students was observed. Curriculum will be aligned to the Oklahoma State Standards. A vertical alignment was conducted and will continue to ensure that there are no gaps in the curriculum that would cause students to not be prepared for the next grade level. Teachers will continue to collaborate with teams to ensure horizontal alignment of curriculum and that all students are receiving access to content and grade level appropriate skills. Intersession will continue to be utilized for the students at most risk for 2017-18 school year with a plan to include project based learning academies to enrich the learning of students who are at or above grade level. The Fontas and Pinnell will be used for BOY, MOY, and EOY benchmarks and progress monitoring. Running records will also be implemented this year. Pre and post assessments will be required for FLEX groups and common assessments will be utilized at each grade level. Student engagement continues to be addressed and encouraged through technology and project based learning. Clickers and Smartboards will be utilized for common assessments and pre and post assessments in order to not take time from instruction. Lee will utilize the OKCPS adopted curriculum and supplement with hands on and project based learning. Title I Budget will include the following items: Bilingual Assistant salary and benefits; Computer Aide salary and benefits; Instructional Coach salary and benefits; Remedial Specialist salary and benefits; Smart Start sessions, Parent Involvements; and stipends for teachers for Parent Involvement activities; technology; MyOn, toner, paper and ink.

**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. (1443 of 5000 maximum characters used)

Attracting highly qualified teachers is a struggle as there is a definite shortage. Attending our district job fairs and using district's Search Soft account has offered a source to find candidates. Administration has found quality candidates searching out of state. The principal has contracted various teaching colleges and through the Skype online tool interviewed and hired several high-quality teachers. Eight of our best teachers were hired out of state. Calling colleges, placing ads in the paper, on Craig's List, using Face Book, Twitter and other social media outlets has become necessary. Using teachers to fill positions is crucial. Having teachers help in the interview process is practiced. Building relationships with UCO and other local colleges is important. This year we will continue taking student teachers and field experience students. Careful planning takes place in the process of developing questions for interviews. Situational and behavioral questions are included. Providing new teachers mentors and New Teacher PLC time with the principal are both strategies used at Lee to retain high-quality teachers. Developing relationships among staff as well as fostering collaboration among teams has resulted in retaining qualified teachers. Instructional coaches have been purchased and Lead mentor teachers for new teachers and lead mentor teachers for Reading, Math, and Social studies have been identified.

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

This year Lee will be getting professional development from capturing kids heart so all staff understand the importance of relationships in a Title I school. A yearly professional development plan was and will be developed at professional development meetings prior to each school year. Data will be analyzed from OCCT data, benchmark assessments, and common assessments used from the previous school year. Professional development will be aligned with the

emphasis on identifying critical elements to enhance learning, strategies for teaching students with high poverty and ELL populations. PLCs will be utilized to assist with the practice of Guided Reading and an Instructional Coach has been purchased to provide coaching and professional development for the staff. Professional development regarding vertical alignment and targeted interventions have proven successful through an increase in the bottom quartile growth.

**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. (737 of 5000 maximum characters used)

Lee will begin the new school year with only 1 new teacher. We have utilized Facebook, Twitter, and other social media sites to promote our school. Applicants have directly contacted us looking for positions specifically at Lee. We provided a full day for new teacher orientation at Lee as well as the district provided professional development for new teachers. New teachers are paired with a mentor in their grade level as well as out of their grade level to provide them different perspectives and assistance. Lee will have a lead mentor teacher, a mentor teacher in the areas of math reading and social studies, and a full time instructional coach. The intent of the lead mentor teachers is to provide assistance in curriculum.

### **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. (1315 of 5000 maximum characters used)

Lee provides grade level parent involvement activities. Additionally, we offered parent involvement activities that have been very successful this year. These parental involvement were designed to provide parents information in the areas of math, reading and science. We provided performances by the students, hands on activities, and incentives for the students to encourage them to bring their parents to events. We have an open house each year for students to meet their teacher and for parents to come and ask questions about the school year. We also provide a Title I information night where we give information about our school, how the plan affects our students, and how they can assist in making our year successful. We provide translators for each event. Communication between staff and parents is essential for academic growth as well as behavior management. A Thursday folder goes home each week and is signed and returned. Nightly reading logs are provided and integrated into their homework also. We utilize Facebook and our school website as well as call outs and notes home to keep parents informed. The communication is provided in both English and Spanish. 2017-18 Title I Budget will include the following items: Smart Start sessions and Parent Involvement materials and refreshments.

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

Smart Start for students 0-5 years of age will be hosted four times per year. Early Birds will be implemented and occurred two times this year and will continue for the upcoming school year. All grade level orientation night occurs during our open house prior to the start of each school year. 6th graders meet with the counselor for the middle school they will attend to hear about the classes and things offered. We also share data and information with the middle school to assist in transitioning. We plan on involving other partners such as Moore/Norman Technology Center to identify other post school education that may be of interest to students.

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

Teachers from each grade level and department including ELL, SPED, Specials, and Bilingual paraprofessionals meet to discuss the data and how effective we are using to make decisions for the school, in the classroom, and for students. We have a weekly PLC to provide professional development as well as time to meet as a team to discuss the needs of the school. Teachers were also provided PD on developing common assessments and how to make them an integral part of the instruction without taking instructional time.

### 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. (2945 of 5000 maximum characters used)

Last year Lee identified a PBIS team. We do not have a high rate of behavior problems, and in situations where students needed extra support, we have developed behavior intervention plans with the team which consisted of administration, counselor, classroom teachers, parents, and student. Lee will use a poster maker to post procedures and expectations in common areas. Ink and paper will be purchased for the poster maker so PBIS posters can be created. Each year we provide RtI training and have a RtI coordinator that monitors and assists with the RtI process. Lee has 5 bilingual paraprofessionals that provide support through out the school year for students, parents, and staff. The bilingual paraprofessionals provides additional assistance for ELL students as well as works in the classroom with the classroom teacher to assist as needed. Progress monitoring occurs weekly for students who are significantly below grade level and twice a month for those at risk with monitoring monthly for those at and above grade level. Scholastic classroom materials on project based learning as well as chromebooks and chromebook carts will be purchased to house the chromebooks securely. will be used in the upper grades levels to increase engagement and higher level thinking. The music class will use an online program (Quaver) to also increase engagement. An all school FLEX group had been implemented with the focus on overall school goals and students were identified and placed in small group intervention groups based on

benchmark assessment data that identified only performance level not specific skill deficits. Students were receiving small group instruction but the skills were not specific to their needs. After analysis of data and pre and post assessments it was determined that the small group FLEX was not improving student performance. The faculty determined that more strategic and specific interventions were needed for continued growth. During our first intersession we targeted students that were in the bottom quartile and developed academies that were specific to skill level rather than grade or performance levels. We developed pre and post assessments to assess students knowledge prior to the 3 day additional instruction then provided targeted instruction and collected post data for comparison. We then tracked those students performance through progress monitoring with our STAR assessment. At our winter intersession we invited the same students and repeated the process. Data on the middle of year benchmark as well as progress monitoring indicated that students who participated in targeted interventions were making significant progress and the gap in achievement was closing. Lee will have professional development on running records and will begin to use running records to provide more diagnostic information about each reader in the classroom. This data will drive decisions in interventions.

**Monitoring/Compliance Documentation**

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

**Submit**

**The application has been approved.**

Consistency Check

Lock Application

Unlock Application

|   |            |
|---|------------|
| Consistency Check was run on:                           | 10/16/2017 |
| LEA Data Entry submitted the application for review on: | 10/16/2017 |
| LEA Administrator submitted the application to OSDE on: | 10/16/2017 |
| Program Review completed on:                            | 10/18/2017 |
| Final Review completed on:                              | 10/18/2017 |

## 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 11:57:37 AM

### Completed Print Jobs