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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - E4 - 0360 PRAIRIE QUEEN ES - Priority

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 Contacts:**

Debbie Pham, Program Specialist

Email: [Debbie.Pham@sde.ok.gov](mailto:Debbie.Pham@sde.ok.gov)

Phone: 405-522-1929

Shelly Ellis, Executive Director

Email: [Shelly.Ellis@sde.ok.gov](mailto: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

Parents

Name

Sergio Brantley

Constituent Group

Students

## 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. (313 of 2000 maximum characters used)

The school planning team and school staff meet to discuss and review reform for improving student achievement. The school wide vision is based on the needs of the students and aligned with measurable goals and programs. Use of funds is based on the assessment needs of students and aligned with measurable goals.

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

The school planning team will utilize data from district assessments, home language survey's, student attendance, parent teacher associations, district curriculum, and professional development for creating a school profile. Parental and community involvement is representative of the school environment and culture. Community partners works collaboratively with staff to address student needs and ways in which to improve student achievement.

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

Use of district wide benchmarks, formative assessments, progress monitoring, parent conferences, student attendance and suspensions is used to focus on the areas of the school profile.

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

Data is collected and analyzed during grade level team meetings. This information describes the strengths and weaknesses that is used to develop and or improve instructional practices. Data notebooks is utilized by teachers and students and presented within the school as an informational tool for a stakeholders.

### Step 6: Schoolwide flexibility/Consolidation of Funds. [ESSA, Section 1114(b)(7)(B)]

Schoolwide schools may use the flexibility available to them to coordinate and integrate services, or combine most federal, state and local funds to provide

these services with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. If implementing schoolwide flexibility, describe the activities and services the school implements when it coordinates federal, state and/or local funds. If implementing consolidation of funds, also describe how the intent and purpose of each consolidated program is met.

(0 of 5000 maximum characters used)

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## **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 (2253 of 5000 maximum characters used)

The collection of data from OKCPS comprehensive benchmark test in reading and math, results of Fountas & Pinnell assessment at the BOY, MOY, EOY along with 5 week progress monitoring is used to monitor students proficient levels of learning. During weekly grade level PLC meetings data is reviewed to support the curriculum and address pacing guides/calendars. Student attendance and achievement is celebrated during our monthly Marvelous Monday assemblies to encourage . continued progress.In accordance to the Maranzo TLE , each classroom use daily objectives that is in student friendly terms; teachers receive ongoing training to strengthen instructional practices.All students have access to the computer lab weekly per their scheduled time block; students have access to to computer based programs such as Lexia Reading, MyOn and Moby Max. These programs are researched based and have increased student engagement, motivation and achievement.Every classroom will have excess to smart boards, with the purchase of additional smart boards and wall mounting of recently purchased smart boards. Students in 1st-6th grades will have access to Chromebooks for integration of technology into the classroom. Additional laptops and cart will be purchased for student use. Leveled readers will be used to support reading state standards; classroom leveled books, book rooms with leveled readers to support guided reading practices. Instructional Coaches will provide professional development and ongoing training to assist teachers in improving their pedagogy and using a variety of teaching strategies which will benefit the students. Supplemental instructional materials will be utilized for student intervention during after school tutoring. Students in 3rd-6th grade will utilized the computer based math supplement Moby Max to support the Oklahoma State Standards. Teachers will purchase materials to enhance reading and math curriculum and small group instruction in their classrooms as well as in the outdoor classrooms. 515 funds will be used to purchase geograpy maps, math manipulatives, literacy and math Versatiles and F&P assessments to close the achievement gap for all students and are an extension of the research-based curriculum.

**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. (1068 of 5000 maximum characters used)

All teachers and paraprofessionals at the school are highly qualified. Teacher certification is verified from the district human resource office prior to offering a teaching contract. Paraprofessional must have a minimum of 48 verifiable college hours or satisfactory completion of paraprofessional test. The district does offer additional pay for advanced degrees and participates in the National Board certification program that is funded through state department of education funding. During our annual title 1 parent meeting that is held the first week of school, parents are provided information regarding the qualifications of highly qualified teachers and paraprofessionals in the school. They are also informed of their right to know regarding teacher qualifications. In the event where students are taught for more than four weeks by a non-highly qualified teacher, parents receive a notification letter. Currently the teachers and staff have displayed their highly qualified data of degrees and years of experience outside their classroom/office doors.

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

The schools academic leadership team uses district bench marks to drive professional development for improving instructional practices. Stipends and substitutes are provided for teachers attending professional development training through Title 1 funds. Teachers model skills acquired skills learned during the professional development training. As part of the Marzano TLE model teachers and administrators are encouraged to attend professional development

training. Our Instructional Coaches will provide on-going professional development to teachers for the purpose of increasing their teaching strategies and pedagogy.

**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. (899 of 5000 maximum characters used)

The school/district leadership team uses all available resources to recruit highly qualified teachers. The district uses job fairs, partnering with neighboring colleges for recruiting teachers. Teachers are encouraged to obtain advance degrees and become National Board Certified by allowing time away to attend training and classes. Teachers are assigned as lead teachers based on instructional practices and leadership skills. During grade level team meetings teachers are included in decision making, planning and resource allocation. New teacher meetings are conducted by the principal twice monthly to provide an opportunity for support and to preview the upcoming deadlines and tasks. New teachers have also been partnered with mentor teachers to assist with mandatory school and district initiatives. This support should help with retention and support of new and experienced teachers.

#### **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. (1667 of 5000 maximum characters used)

Prairie Queen ES have a site based Parental Involvement Policy and Parent-School compact. The policy and compact is updated and distributed annually during our Title 1 annual parent meeting. During the Title 1 Annual parent meeting parents also receive information regarding our title 1 budget, academic achievement reports, OSTP spring test scores, School report card and opportunities for joining both our Parent Teacher Association and Prairie Queen Neighborhood Association. Teachers and staff notify parents of upcoming events via flyers, calls home, Tuesday folders, personal contact and meetings. Parent-Teacher conferences are conducted twice yearly; Parents have access to student grades by logging on to the Parent Portal in Infinite Campus. Infinite Campus is a district wide grade book for parents to keep track of their students academic progress. Parents are encouraged to attend quarterly afterschool events which include but are not limited to musical performances, literacy nights, neighbors night out, math night and Scholastic Book Fairs. All of these after-school activities are for the purpose of helping their students outside the school. All literacy events encourage parents to come to the school and read with their students or the student reads with them. Parents will be surveyed regarding involvement activities, teachers will maintain parent contact logs and encouraged to become a member of PTA. Take home packets for parents to assist their students in improving reading and math skills will be purchased using title 1 funding. 515 funds will be used to purchase paper and toner as we work on becoming a community engaged school.

### 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. (1099 of 5000 maximum characters used)

Pre-Kindergarten teachers have an opportunity to meet with parents during our annual meet the teacher night prior to the beginning of school. Prekindergarten students visit kindergarten in the spring; Sixth grade students visit the middle school, meet with the counselor for setting up their schedule; they also attend a sixth grade bridging ceremony where parents and students attend to celebrate their transition into middle school set up with the assistance of the school counselor. Parents will be encouraged to attend Parent Orientation Night learn about school procedures, academic opportunities for improving student achievement, monthly parent nights and literacy events offered to close gaps in achievement. Use of agendas, minutes, and pacing guides will be used during Quarterly grade level vertical team meetings to compare curriculum and plan strategies. We are also working on developing a partnership with Head Start in order to foster and nurture earlier growth and development of our Pre Kindergarten students so they will be more ready for the regular school day and environment.

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

During weekly grade level team meetings teachers will review and analyze student assessments and discuss ways to change instructional practices. Teachers will also meet with other teachers during common planning time to evaluate effectiveness of classroom instruction. Use of lead teachers in reading, math, science and social studies will provide ongoing professional development. Teacher will also be provided with instructional coaches to meet the needs of students identified by the data from benchmarks, observations, and progress monitoring. Teacher Assistants will work with the students who have been identified as needing help with classwork, benchmarks, and standards.

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

Teacher will implement instructional practices received during PD training in Response to Intervention, Positive Behavior Interventions and Supports, Differentiated Instruction and data analysis. Students will receive intervention during the school day during Tier II & Tier III small group/individualized instruction. Students will be taught during regular, leveled reading groups. After school tutoring and remediation coaching will be provided for students after school and during Fall Break, Winter Break, and Spring Break. Students will also get the opportunity to receive before school tutoring in the Spring prior to state testing. Student proficient levels will be monitor with pretest and post test assessments. Students will also have evidence based data from reading and programs that generates charts of student progress.

### 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:	10/11/2017
LEA Data Entry submitted the application for review on:	10/11/2017
LEA Administrator submitted the application to OSDE on:	10/16/2017
Program Review completed on:	10/16/2017
Final Review completed on:	10/16/2017

## 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

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### Requested Print Jobs

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