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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - A6 - 0365 PUTNAM HEIGHTS ES

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

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Schoolwide Plan

**Plan
submission
due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

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

Legislation:

ESSA, Section 1114

Regulations:

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

OSDE

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

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

Name of Site Principal

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

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. (333 of 2000 maximum characters used)

Putnam Heights' will use data to plan for student instruction and teacher professional development. The school's vision is that all students will achieve when provided timely and appropriate instruction. This goal will be reached and measured by increasing the percent of students passing the reading and math CRT by 10% each year.

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. (697 of 2000 maximum characters used)

CRT data for the 16-17 school year has not been received. The following is BOY data from the Fountas & Pinnell assessment (percent of students on level): Kindergarten-91% First-36% Second-56% Third-65% Fourth-59% Fifth-52% Using 16-17 CRT and beginning of the year STAR data the top three areas of weakness will be identified for planning differentiated instruction and teacher professional development. Our teachers will use strategies for teaching reading to students who are behind. Money will be budgeted for monthly PD to be provided by the principal, iCoach, and district employees. PD will also take place during PLC's and staff meetings and will be based on need as determined by data.

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. (499 of 2000 maximum characters used)

Many data sources are available. They include CRT state data for reading, math, science, social studies, and writing. Comprehensive Assessment, Performance Assessment, and Fountas & Pinnell data is collected as a benchmark for both reading and math 3 times during the year as well as monthly progress monitoring for those students who are not meeting benchmark. RTi data is also collected and includes, but is not limited to, Fountas & Pinnell, DIBELS, and teacher made assessments and scripting.

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. (610 of 2000 maximum characters used)

The academic team looks at CRT data from the previous year as soon as it is available. Areas of need for instruction and PD for teachers are planned. This

data is shared during a staff meeting to the entire staff where their input is added and plans are finalized. The data is analyzed further along with data from Fountas & Pinnell, and RTI during grade level planning and PLCs. These meeting happen weekly and data is the main focus once per month. Additional teams, such as ELL, Special Ed teachers, and speech teachers meet at a minimum of once per month to coordinate the academic plans for students.

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.

(102 of 5000 maximum characters used)

Putnam Heights coordinates its State, Federal, General and Activity Funds to support student learning.

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 (3570 of 5000 maximum characters used)

Scientifically based research strategies are being used in the classroom. Materials and curriculum include (but are not limited to) Everyday Math, FOSS Science, Social Studies Weekly along with the district adopted Social Studies curriculum, Daily Five & Cafe, and the MyOn Reading program. Teachers also use research based instructional strategies which include Great Expectations, PBIS, Marzano's Instructional Model, and PLC's. Benchmark Literacy will be implemented during the 17-18 school year. This strategy will be supported by the district as they will provide a half time instructional coach to work with the teachers. Putnam Heights will use Title I money to make the instructional coach full time. This will provide continuity and greater opportunities for the coach to model, plan with, and provide PD for the teachers. A book room to support the guided reading strategy was purchased to ensure all students can be taught at their reading level. The book room will be used to teach Kindergarten - fifth grade. Using teacher feedback and data accessed by the academic team, Putnam Heights will plan for monthly professional development outside the school day. Money for stipends will be included in our Title I plan to encourage participation. Teacher will also be provided opportunities to visit other classrooms and schools for more differentiated PD and learning. Data is collected from state assessments, quarterly Fountas & Pinnell benchmarks and progress monitoring data, teacher-made assessments, and teacher observations. The data is analyzed at many levels. The academic team meets monthly to discuss and plan using the data. Grade level teams meet weekly during PLC's and vertical planning happens once a quarter. Teachers use data to create and plan both whole and small group differentiated instruction. The academic team uses the data to plan for and deliver professional development to the teachers to help meet their needs in addressing the needs of the students. Students also keep track of data. Daily attendance is graphed by the students as well as scores for both reading and math benchmarks. Students use CRT data to set yearly goals. The curriculum is aligned with Oklahoma Academics Standards. Lesson plans include the standards being taught as well as how the skill will be assessed. Extended learning is offered to all students who are not achieving at benchmark. Intercession will be held in the spring provided by the district. When possible the regular classroom or teammate teacher provides instruction for intercession to ensure cohesiveness. All classrooms have been equipped with a smartboard and most also have a document camera. This year a smartboard will be purchased to use in the gym for weekly assemblies and lessons in the gym. The weekly assemblies are student mad and lead. Chromebooks were purchased last year and used by students to increase learning avenues. Because of the response by the students an additional 30-60 chromebooks will be purchased for the 17-18 school year. This technology is used for student engagement and access to content. Putnam Heights will budget to replace lamps and projectors for the new school year to ensure that all students have the opportunity to benefit from technology. Two new desktops will also be purchased to replace those that are no longer working in the computer lab. Additionally, 40 new headphones will be purchased so that each student will have one. These are used during centers, in the computer lab, and during small group learning.

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. (482 of 5000 maximum characters used)

The Accreditation report showed that all the teachers and paraprofessionals at Putnam Heights were highly qualified. When a non-highly qualified substitute must be used for more than four weeks (maternity leave, etc.) parents are notified using a template that was created at the district level. If the occasion occurs when we are forced to employ a non-highly qualified teacher or paraprofessional Putnam Heights will support and assist the employee by providing a mentor and PD.

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. (2297 of 5000 maximum characters used)

Professional Development is planned at the school level according to the needs identified through analyzing data. The focus strategy for the 17-18 year will be student engagement to better reach each student on and keep them actively participating in the learning process. Classroom management using the PBIS and GE models will be a secondary focus. Additional PD opportunities are provided by the district and attended by our teachers as they fit our needs. The PD

is aligned with our school goals and is shared with other staff during PLC's. Using peer observations and PLC discussions the strategies learned are analyzed for implementation and effectiveness. Teachers are frequently paid to attend district level PD. Putnam Heights will budget for and pay a stipend to teachers during the 17-18 school year to attend building level after school PD and GE Methodology. Substitutes are provided for teacher who attend PD which happens during the school day. Additionally, our own teachers are encouraged and used to provide PD during staff meetings. The district will be training lead teachers for Math, Reading, and Science. PD for these lead teachers will be ongoing throughout the year. These lead teachers will then provide PD at the building level during PLC's, staff meetings, and after school PD. A stipend for each lead teacher will be budgeted using our Title I monies. We will also budget to add an additional 2 days per week for the iCoach provided by the district. Having a full time coach will provide consistency and focus for the teachers. The iCoach will work with individual teachers, the staff as a whole and provide PD during and after school. We will provide a Professional Development Retreat for all teachers and staff. This is a two day event. The speaker this year will be Sam Nix, Chief of Schools, Duncanville, TX ISD. He will be speaking on student engagement for successful learners. This event will happen early in the school year to ensure teachers can implement the skill learned. We will follow up during staff meetings and PLCs. The Academic/Leadership Team will attend the Leadership NOW Summit by Solution Tree. This conference will focus on expanding capacity for leadership by helping create the conditions to close the achievement gap.

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. (1024 of 5000 maximum characters used)

Putnam Heights partners with UCO, OU, and SWOSU to provide observation opportunities. We have employed a UTPA teaching assistant for the last 4 years and have retained them as classroom teachers. Training for Great Expectations, A+, and Marzano is provided to all new teachers and these programs allow teachers to feel comfortable and confident which makes them want to stay employed with the district. Putnam Heights will budget for a teacher PD weekend retreat. Paraprofessionals are also included in the PD retreat. Word of mouth has also been helpful in recruiting new staff. People want to work in a building that has high morale and a cohesive staff. In order to retain highly qualified staff, administrators ensure that staff members feel supported and appreciated. Highly qualified teachers want to work with other highly qualified teachers and for reason we have a low turn-over rate. There is a high level of community among the entire faculty and teachers choose to stay at Putnam Heights for this reason.

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. (1276 of 5000 maximum characters used)

A Parent Involvement Policy and Parent-School Compact has been created. These are explained and given to the parents at the first parent/teacher conference of the year along with a copy of the state standards. Parents are also encouraged to use the on-line gradebook to access their child's grades. The involvement opportunities are evaluated using a yearly parent survey. Putnam Heights uses a phone call system, flyers home, a marquee, e-mail, phone texts, web site and facebook page to inform parents of opportunities to be involved at the school. Family nights which focus on reading or math skills are also provided twice per year. A Back to School night is also scheduled for parents and students to get acquainted with their new teachers and the school. In addition to the twice a year parent/teacher conferences (held both in the evening and during the daytime) teachers communicate with parents using weekly folders, newsletters, and agendas. Teachers are also held accountable for making two positive phone calls per week. The annual Title I parent information night is held in the fall in conjunction with a student performance and/or family night to encourage participation. Title I funds are used to purchase toner, ink and paper for parent communication.

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. (1342 of 5000 maximum characters used)

The school wide program will coordinate transitions for preschool children into primary school by providing them the education they need to be successful in primary school. Fostering relationships with the parents early on also helps students move from preschool to primary grades. They feel comfortable coming to a place they already know and are already familiar with. A Back to School Watermelon Night is held each year the Thursday before the first day of school. When our fifth graders are ready to leave elementary school we help them transition by giving them an afternoon in the life of a middle school student. They will visit Taft Middle School, tour the building, and each lunch in the middle school cafeteria. This allows them to see what school will be like when they leave the structured elementary environment. A counselor from the middle school also visits with our students to prepare them for the differences of middle school. Putnam Heights has several community programs that help students transition from grade level to grade level. Whiz Kids and "The Club" are two programs that pick students up from school and take them in the evenings for academic lessons as well as life lessons. Learning these skills and how school relates to life helps students grow and become ready to transition to the next grade.

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. (490 of 5000 maximum characters used)

Grade level teams meet weekly to evaluate data and plan instruction during PLC's. Cross grade level data is analyzed during vertical planning meetings to track student achievement. Putnam Heights will utilize the curriculum department staff to help support and train teachers on using data to drive instruction. A data room has been implemented for the 17-18 school year. Here data is posted and used to make decisions. Goals are made for each grade level and the school and are posted.

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. (1121 of 5000 maximum characters used)

Students are identified for intervention based on the Fountas & Pinnell data as well as teacher observation. Students who are not meeting benchmark will receive an additional 30 minutes of instruction daily in a small group setting. Teachers, remedial specialist, and ELL paraprofessionals work side-by-side or in small groups with the identified students. Students in the bottom 25% on the CRT are included in small group instruction provided by the classroom teacher. Concepts from the core reading and math programs as well as review of lessons are reinforced. For the 17-18 school year guided reading will continue to be used as well as Benchmark Literacy as the instruction so that students will be taught on their instructional level to increase their ability. Continuation of the building iCoach will give more support and training to the teachers. Students receiving this additional instruction will be monitored using Fountas and Pinnell to determine additional needs and to evaluate the instruction. All students not meeting benchmark will be encouraged to attend fall, winter, and spring intercessions.

Monitoring/Compliance Documentation

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

Submit

The Consistency Check must be successfully processed before you can submit your application.

Consistency Check

Lock Application

Unlock Application

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Program Review

Final Review

Selectable Application Print

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

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

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