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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - C0 - 0523 ROOSEVELT MS - 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

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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

Lauren Himmelberg

Constituent Group

Teachers

Name

Angelica Escobedo

Constituent Group

Parents

Name

Litzy Delgadillo

Constituent Group

Students

Name

James Taylor

Constituent Group

Teachers

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. (336 of 2000 maximum characters used)

Roosevelt Middle School will use 21st century learning to prepare students for high school, college, and career. Teachers will have second to none technology available in a 1:1 iPad setting. The technology will allow students to solve problems with little direction, collaborate and inquire, and speak with knowledge through research.

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. (347 of 2000 maximum characters used)

Currently, Roosevelt is an F school with great needs in increasing language and math proficiency. The needs were determined by looking at benchmark data, CRT scores from the previous school year, student and teacher attendance, STAR data, and teacher evaluations were used to determine student and teacher needs and identify areas for improvement.

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. (153 of 2000 maximum characters used)

CRT, common assessments, attendance data, bench marks, TLE, and district generated attendance data are all used to determine training and resource needs.

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. (464 of 2000 maximum characters used)

Data is collected and examined to determine the bottom quartile of students for placement in remedial classes. Data is presented at faculty meeting outlining overall scores and percentages passing on benchmarks and CRT tests. Individual subject/grade level PLC teachers examine data from common assessments. Summative data is processed and presented to teachers at the beginning and end of the year. Mastery Connect is the data system that we use to collect data.

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)

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 (4478 of 5000 maximum characters used)

Scientifically Based Research Strategies Teachers participate in PLCs to coordinate curriculum, create common assessments, track student learning, and design targeted learning interventions. Teachers organize lessons into units covering specific, targeted standards that are assessed by the OCCT. Teachers are currently being trained in SIOPS strategies for ELL students. Co-teaching is being implemented for ELL and Sped students to increase rigor, and provide interventions when students don't learn. Students are frequently assessed by student by standard to monitor learning. Assessment results are shared in PLCs and posted. Daily lesson plans are posted weekly, and learning targets are posted daily in each classroom. Curriculum Alignment Teachers have received the AOS curriculum and have identified the power standards and are in the process of redefining their pacing guides for the year. The pacing calendars for tested subjects are being generated, focusing on the power standards. Teachers collaborate in subject specific teams to generate assessments, common lessons and common assessments. For the ELL students, materials that are high interest and written at varied levels are being purchased to utilize close reading strategies and to build academic vocabulary for the English Language learners. The book sets include targeted passages as well as questions to assist with curriculum building and differentiated learning. Extended Learning Time Class periods have been increased by 5 minutes per day. Students that are in the bottom quartile are receiving Tier II remediation courses in reading and math, increasing instruction to two class periods per day. Targeted interventions are built into the class for IEP and low performing students. After school and Saturday remediation has been scheduled for targeted intervention. Intersession days 7 intersession days have been scheduled for targeted interventions in tested courses. Students will be monitored using common assessments, benchmark exams, and OCCT results. Stipends will be given to teachers and administrators for after school tutoring and Saturday school. Assessment District generated benchmark assessments are delivered three times per year. Benchmark results are used to disaggregate students by standard, allowing for targeted remediation. Teachers collect student achievement data based on common assessments, and frequent formative assessments. Student's achievement data is collected and monitored by administrators during PLCs. Teachers will be using Mastery Connect to upload and administer common assessments. Technology The one to one iPad deployment will place an iPad in each students' hand giving the students the power to monitor their own learning and explore the needed standards to mastery. Teachers will be doing project and interdisciplinary based instructional delivery with the students as a result of the technology in all classrooms. Mastery connect is used with Smart Boards for teachers to formatively monitor student learning. The Chromebooks will be used for students to monitor their own learning through Google Classroom and will also provide educational activities in the form of reading applications that allow student to annotate reading passages (a close reading strategy) and will also allow student to access materials at their own reading levels making differentiated lesson a reality in the classrooms. Math applications (iPad APPs) will also assist students with the fundamentals that are necessary for the student to master OAS standards. With our School Improvement and 511 budgets we will purchase AVercharge charging stations for our iPads, additional iPads for sustainability, additional iPad cases, Apple 32 TV, and Dell Multifunction Laser Printers. We will also use these budgets to repair and replace smartboards. Apple 32 TV will be used to enhance student learning by allowing teachers to use a variety of teaching methods to reach the different learning styles in their classroom. Apple TV allows students to interact with the content better suits the individual needs of students. Dell Multifunction laser printers will help achievement of low performing students by creating projects and printing communication letters to parents inviting for curriculum nights. We will also use the color printers to create data that will drive decisions that impact the learning of low performing students, hoping to close the achievement gap.

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. (486 of 5000 maximum characters used)

Only highly qualified teachers and paraprofessionals are hired and all teachers and paraprofessionals are highly qualified. Parents have been notified when their students are in a classroom with a substitute. Mr. Farley has a letter that is sent out to parents when the students have a substitute for more than 4 weeks of instruction. The administrative staff works diligently to ensure that all staff members are highly qualified and that we recruit teachers that are highly qualified.

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. (1448 of 5000 maximum characters used)

The professional development plan is determined by needs as identified by state, local, and school based data collection. The goals of professional development are to increase student achievement and increase the number of students ready for high school. Ongoing coaching is delivered by the admin team to teachers showing problems of practice as determined by data collected during observations and walkthroughs. Progress is monitored by continued

data collection and follow through. Stipends are provided when teachers work outside of the time agreed on the CBA. Teacher feedback is collected through surveys as to PD effectiveness. The current areas of improvement focus include SIOPS, 1-2-1, and PBIS, which line up with our focus on improving instruction, improving student behavior, and improving the performance of ELL students. All teachers are currently in SIOPS training to assist ELL students in English language proficiency. Ongoing 1-2-1 training is taking place through the Verizon Mobile Learning Academy through a team of 10 staff members who will deploy the information to the rest of the staff.. Progress is monitored through state testing results, district testing results, and school based analysis of assessments. The leadership team will also complete a book study by Mr. Ron Clark titled "Move my Bus." Title one funds will be used to hire an instructional coach, an instructional technology coach, and lead mentor stipend.

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. (743 of 5000 maximum characters used)

Mr. Farley attends teacher recruitment and career fairs provided by the district. New teacher orientation consists of two days of training prior to the start of the school year. New teachers will be paired up with an experienced teacher that teaches the same subject to assist with the challenges facing new teachers and provide a model. Teachers participate in PLCs to create common lessons, common lesson plans, and common assessments. Ongoing support with administration will be provided in the form of regular classroom observations and coaching. Teachers are included on the Title I committee, faculty advisory committee, and leadership committees to insure that their needs are identified, and resources go to where the needs are great.

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. (1297 of 5000 maximum characters used)

There are regularly scheduled Parent meetings to share Title 1 information at the site level in the fall and spring. Student compact, policy and parents right to know information is distributed through the registration process. There are scheduled events to include our parents through science, math, language arts, and social studies focused activities. These special events include giveaways of literature, packets for parent/student interaction and tips for student success. We will also provide snacks and food for our parents and students on these night. Parent communication logs are used to document monthly communication by teachers and staff. We also had a site wide survey regarding discipline for all staff members regarding our second year of PBIS implementation. Parent teacher conferences are regularly scheduled in the fall and spring and bilingual translation is provided. Bilingual translation within the office is provided through our Parent Liasion. Our Parent Liasion helps contact parents to inform of upcoming parent events and ways for them to get involved. Parents are encouraged to participate in all site based committees to ensure a connection with our families. Title 1 Funds will be used: Paper Toner and Ink will be used to support parent outreach efforts.

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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No files are currently uploaded for this page.

Student Transition - ESSA, Section 1114(b)(7)(A)(v)

This component emphasizes the value of creating a coherent and seamless education program for all children in the school, but particularly for those at risk of not meeting the challenging State academic standards. Though the guidance only specifically addresses services to preschool children in the transition from early childhood programs to elementary programs, activities are encouraged at critical transition points at all grade levels to support students and parents with changes in curriculum, instruction and procedures.

Oklahoma Nine Essential Elements, #4

Guiding Questions

- What are critical transition points at the site (i.e., Pre-Kindergarten, Elementary to Intermediate, Intermediate to Middle)?
- How are counselors involved in the transition strategies?
- Have Parent Orientation Nights been developed?
- What procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures?
- Have summer grade-level transition camps been held at the school site?
- Do staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement?
- How often do staff members meet vertically?
- How does the staff facilitate transition strategies?
- What procedures are in place to receive new students to the school?
- Have documents been created to identify transition points, grades affected and coordination efforts?
- How has professional development affected instruction? Does the data support this?

Describe the student transition strategies. (1086 of 5000 maximum characters used)

Our critical points of transition are when students come into 6th grade and 7th grade from elementary schools and when students matriculate the 8th grade to high school. Counselors contact the elementary schools and arrange for the incoming students to meet and choose elective preferences. We have multiple student orientation dates when incoming students were also given the opportunity to come into and tour the school, meet their teachers and receive an outline of Middle School life. In the Spring, counselors contact the high school and students are taken to the high schools to tour the school. Counselors from the high school come to the middle school to help students choose the correct courses for high school. An orientation night was held for parents and incoming 6th grade students. Two more orientations will be held for incoming 6th and 7th grade students before the start of the 2017-2018 school year. Those dates are TBA at this time. 8th grade students are transitioned by meeting with high school counselors, and visits to prospective high schools prior to attending.

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. (1118 of 5000 maximum characters used)

Common formative and summative assessments have been examined for depth of knowledge as well as alignment to the state tests. Teachers meet in subject area PLCs 4 times per week. They have developed a calendar for administering assessments and then looking at the data from the assessments. The yearly testing schedule is included in the school calendar. Teacher created assessments are standards based, and used to measure standard attainment. District generated data is provided to all, and classroom data is shared at the PLC level. The formative assessments that are used to measure student growth are the Benchmark exams delivered by the district. The benchmark exams are broken down by student by standard to identify students in need of intervention and re-teaching. We are focusing on Math as our major improvement area for the year, in addition to district common assessments, we will be giving 3 school wide common assessments that are aligned to the OSTP. Teachers will attend data retreats after assessments are given to monitor the progress of students and share best practices through their classrooms.

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. (757 of 5000 maximum characters used)

Students scoring in the bottom quartile on CRT for reading and math are placed in remedial math and English classes for remediation. Student enrollment in classes shows timely enrollment in remedial classes. By frequently monitoring progress, teachers are able to intervene to Tier 2 instruction if students are learning below target levels. During class, after school and Saturday school will be used to target learning goals. Student behavior data, assessment scores, and grades will be used to begin interventions at the first report card September of 2017-2018 school year. Teacher surveys will be sent out to evaluate the effectiveness of the programs and strategies that have been implemented. Title One funds will be used to hire remedial specialist

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:	10/24/2017
LEA Data Entry submitted the application for review on:	10/24/2017
LEA Administrator submitted the application to OSDE on:	10/25/2017
Program Review completed on:	10/27/2017
Final Review completed on:	11/1/2017

Selectable Application Print

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

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

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