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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - G9 - 0770 SOUTHEAST HS - Focus 5

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



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. (98 of 2000 maximum characters used)

Our vision is to equip students so they may be competitive, creative, and committed to excellence.

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. (535 of 2000 maximum characters used)

At the district level, a statistical profile is done each year to assess areas such as enrollment, special ed, gifted and talented, drop out rate, attendance, ELL, ACT composite, advanced placement/preAP courses and enrollment, concurrent college enrollment, career tech enrollment, foreign language enrollment. Oklahoma end of instruction tests, common assessments, and remediation data are disseminated and reviewed via administration, leadership team, and PLC's to determine student needs, professional development, and instruction.

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. (136 of 2000 maximum characters used)

We currently use Mastery Connect, Achieve 3000, ACT, EOI, PSAT, and common assessments to assess student data throughout the school year.

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. (223 of 2000 maximum characters used)

Oklahoma end of instruction tests, common assessments, and remediation data are disseminated and reviewed via administration, leadership team, and PLC's to determine student needs, professional development, and instruction.

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

Schoolwide schools may use the flexibility available to them to coordinate and integrate services, or combine most federal, state and local funds to provide these services with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. If implementing schoolwide flexibility, describe the activities and services the school implements when it coordinates federal, state and/or local funds. If implementing consolidation of funds, also describe how the intent and purpose of each consolidated program is met.

([count] of 5000 maximum characters used)

Reform Strategies - ESSA, Sec. 1114(b)(7)(A)(i)-(iii)

Reform strategies are instructional strategies that 1) provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards; 2) strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 3) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Oklahoma Nine Essential Elements, #1, #2, #3, #8

Guiding Questions

Evidence-based Strategies

- What evidence-based strategies are being used in the classroom?
- Which instructional strategies should be utilized to meet the needs of the students?
- What data is collected to determine if instructional strategies are effective?
- How is the use of various instructional strategies monitored by the administration?
- Are daily objectives posted in the classroom using student friendly language?
- Have teachers been trained to support the core academics in their own subject matter?

Curriculum Alignment

- How is curriculum aligned with Oklahoma Academic Standards?
- Are students knowledgeable of Oklahoma Academic Standards?
- Have teachers created curriculum maps and/or pacing calendars?
- Do teachers collaborate in horizontal and vertical teams?

Extended Learning Time

- What extended day/year opportunities are available for students?
- What procedures are in place to encourage attendance of extended day/year opportunities?
- What procedures are in place to monitor student achievement in extended day/year programs?
- How do the extended day/year teachers collaborate with regular classroom teachers?
- What is being done to strengthen the core academic program at the school?

Assessment

- What benchmark assessments are used to monitor student achievement?
- How are the benchmark results used to drive instruction in the classroom?
- Have the schoolwide programs ensured that all students at the school have the opportunity to reach the state's satisfactory and proficient levels of learning?

Technology

- How has technology been utilized in the classroom?
- How has technology been effective in increasing engagement, motivation and achievement?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Reform Strategies, if applicable.
- What research-based curriculums will be used to support reading and math Oklahoma Academic Standards?
- What supplementary instructional materials will be utilized for student interventions/extensions?

Describe the reform strategies (4999 of 5000 maximum characters used)

Scientifically Based Research Strategies: PLC research: Learning by Doing by DuFour and DuFour (2010) showed that schools that engaged fully in the PLC process showed drastic gains in comparison to no gains when PLCs were not used (3). Freshman Transition Program: According to research about the effectiveness of Link Crew, "schools using the program showed a 37% decrease in referrals, 20% decrease in suspension, 33% drop in absences, and an overall increase in academic outcomes". Boomerang Analysis, http://www.boomerangproject.com/sites/default/files/inline_files/link-crew-data.pdf Renaissance Learning's research base-numbering over 400 studies-is unmatched by makers of other educational products and has met the highest review standards set by reputable organizations such as the National Center on Intensive Intervention, National Center on Response to Intervention, National Center on Student Progress Monitoring, National Dropout Prevention Center, Promising Practices Network, and What Works Clearinghouse. Math instructors utilize Renaissance when appropriate. Marzano instructional strategies: Briefly, based on a survey of thousands of comparisons between experimental and control groups, using a wide variety of instructional strategies in K-12 classrooms, across a variety of subject areas, Marzano was able to identify nine categories of instructional strategies proven to improve student achievement: 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Representing knowledge (nonlinguistic representation) 6. Learning groups 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers These instructional strategies are the basis for instructors' formal and informal evaluations, professional development, and PLC collaborations at Southeast. Currently, data is collected through OCCTs, state tests, benchmark data, attendance data, discipline data, and common assessment data. We will continue to develop more data streams which will provide more accurate feedback. Teachers will participate in PLC's and create common assessments. Teachers will identify the DOK level for every question on common assessments. Teachers will define student mastery and increased rigor at appropriate level using rubrics. Teachers will analyze common assessment data to inform instruction in real time. Teachers will also utilize the results from others assessments such as benchmarks, pre and post tests, and student portfolios. Benchmark data will be used to identify students who need 'triage' and enhancement classes and also to identify power standards which need focus. Curriculum gaps will be addressed through collaboration in vertical teams and departmental meetings. Teachers will meet in PLCs during weekly staff meetings and discussions will be centered on data and common assessments. Agendas, minutes, and artifacts from the meetings will serve as evidence and be turned in to appropriate administrators following each meeting. The leadership team will be selected and a regular meeting time will be established. Appropriate data assignments will be made to team members. Leadership team will meet on a regular basis, and reporting and analysis of data will be included on the agenda. Leadership team will communicate outcomes to the staff and provide feedback from the staff to the team. Administration will identify specific data to make decisions about student learning and instruction. Team will address needs based on data and ensure that these needs are being addressed in PLCs. The leadership team members will take responsibility for the collection and management of specific data and bring it to weekly meetings for analysis and appropriate action. Curriculum alignment: Instructors use state adopted instructional materials, including Advanced Placement materials, which are reviewed by the state textbook committee and approved by adherence to the state standards, Oklahoma Academic Standards. These course scope and sequences are aligned to the OAS. Extended Learning Time: Students have extended learning opportunities daily with after school tutoring. Also, we offer a spring intersession opportunity through which students receive structured, targeted instructional interventions. Students also have access to summer institutes. Assessments: State assessments, SAT/ACT, benchmark, common, and informal and formal classroom assessments. Teachers will use daily informal and formal assessments to re-evaluate student needs and individualize instructional strategies for addressing student needs. Technology: Instructors use a variety of technology in classrooms such as SmartBoards, clickers, i-Pads, Chromebooks, computer programs including Khan Academy, Turnitin, and Achieve 3000. Teachers utilize this data to modify and evaluate student outcomes and modify instru

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. (729 of 5000 maximum characters used)

All teachers and paraprofessionals are highly qualified. Many teachers continue to work on advanced degrees in education. Southeast supports the state and district incentives for teachers who have the National Board certification which includes yearly stipends. All parents receive their rights in regards to teacher qualifications each year at enrollment and during the fall Title I parent meeting. A sample letter to parents has been created in case an issue arises and a non-highly qualified teacher serves as the instruction for an extended length of time. Parents' Right to Know letter and a sample parent notification regarding Highly Qualified status are both in the Title I documentation folder at Southeast High School.

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. (614 of 5000 maximum characters used)

Professional Development will be offered via Title I funds from the district level by offering Mastery Connect. SE will be on year 3 of implementation of this program. At the site level, we will be sending one staff member to Link Crew Training. We will also have Turnitin training provided as we begin implementation of that program. GEAR Up is also on site for FY 17 & 18 to provide POD opportunities throughout the school year. This PD will focus on the

Oklahoma Standards, common/formative assessments, and embedded literacy other PD opportunities via that will be determined based on student teacher needs.

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. (811 of 5000 maximum characters used)

OKC holds a job fair where the principals meet, recruit, and interview highly qualified applicants. Southeast participates in student teacher programs. The district negotiates a teacher contract which is desirable for teachers. Southeast provides a mentoring program for new teachers. Southeast organizes a peer observation program where teachers provide feedback to new teachers. Southeast has maintained a high retention rate by including department teams in the hiring of new teachers, the development and implementation of programs including the Title I budget. Teachers are an integral part of the decision-making team at all levels. Administrators develop a close relationship with area teacher training programs. Southeast also has a number of student teachers who train at Southeast High School.

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. (1083 of 5000 maximum characters used)

Open House/Title I Meeting: Administrators and teachers provide Title I information to parents, summarize parent rights. Community Night: We invite community organizations to interact with students and parents. We also ask college and technology school recruiters to provide post-secondary information to parents and students. Poetry Out Loud: students recite poems to parents and community members. All parents and community members are invited. Welcome Back Night: Prior to the beginning of school, we invite students and parents to come and learn about what Southeast has to offer (clubs, organizations, etc.) for the upcoming year. Success is evaluated by looking at participation trend data through the previous years. We organize a college financial aid workshop in which financial aid experts provide information and guide parents/students through the FAFSA application. Our parent teacher conference times have expanded to include day and evening conference times. We have shown an increase in parent teacher conference attendance over the prior years attendance data.

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. (621 of 5000 maximum characters used)

Link Crew freshmen transition program provides support to new freshmen both academically and socially. According to research about the effectiveness of Link Crew, "schools using the program showed a 37% decrease in referrals, 20% decrease in suspension, 33% drop in absences, and an overall increase in academic outcomes". Boomerang Analysis, http://www.boomerangproject.com/sites/default/files/inline_files/link-crew-data.pdf. Southeast has shown a substantial decrease in out of school suspensions since the Link Crew program was established. Southeast attendance as also improved as a direct result of Link Crew.

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. (962 of 5000 maximum characters used)

Teachers receive professional development at the state, district, and school-level in analyzing data. Teachers received trainings using the Achieve 3000 and Renaissance programs throughout the year. Teachers were able to use reports to assess, diagnose and target specific student needs. Teachers received training on how to effectively collaborate in PLCs. The focus has been on looking at data to inform instructional decisions instead of 'talking about teaching'. This focus has enabled our teachers to target specific needs of students and collaborate with each other regarding effective instructional strategies. Teachers evaluate common assessments upon unit completion. Teachers compare class and student data with team members and analyze for data trends. Teachers assess their assessments strategies daily so they are able to analyze the most accurate student data. Administrators attend PLCs and provide feedback on common assessment process.

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. (939 of 5000 maximum characters used)

Teachers identify students early in the year and continue to reassess student progress. Struggling students receive small group interventions. Students are placed in enhanced math and reading classes to receive extra targeted intervention. The enhancement teachers work closely with the regular classroom teacher to ensure that each student receives a individualized plan which is based on the daily assessment data. Students receive individualized instruction outside the school day during after school tutoring, Saturday school, and one three day intersession. All teachers are required to complete intervention plans with the student's team: counselor, administrator, parent and student. These intervention plans are required once a student falls below the level of proficiency in a course. During these meetings, the team develops a plan to meet the student's needs and raise the student's proficiency level in a timely manner.

Monitoring/Compliance Documentation

- written assessment and intervention plan

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

Submit

The application has been approved.

Consistency Check

Lock Application

Unlock Application

Consistency Check was run on:	9/29/2017
LEA Data Entry submitted the application for review on:	9/29/2017
LEA Administrator submitted the application to OSDE on:	10/2/2017
Program Review completed on:	10/4/2017
Final Review completed on:	10/5/2017

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.

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Schoolwide

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