Title I Site Plan
2022-2023 School Year (FY23)

Oklahoma City
PUBLIC SCHOOLS

School Name	**Emerson North & Emerson South**
Principal's Name	**Mr. Jack Reed & Ms. Angela Lewis**
Principal's Email	**jlreed@okcps.org & ajlewis@okcps.org**
School Phone Number	**North: (405)587-7900 South: (405)587-7980**

Parent and Community Stakeholder Involvement

As the school principal, I certify that:
- the plan is 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, schools staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **ESSA, Section 1114(b)(2)**
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **ESSA, Section 1114(b)(4)**
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. **ESSA, Section 1116(b-g)**

Describe the strategies your school is using to increase family and community involvement.

Based upon the results of the Needs Assessment, what specific strategies will be utilized to increase family and community involvement, particularly among those who represent the most as-risk students?
Upon notification of acceptance within the Alternative Education program, the student and a parent or legal caregiver are required to attend an orientation at the high school of acce. During the orientation, families learn about community resources and school programs that will be available to them in order to help the student be successful. We make available materials and other resources related to courses, childcare, transportation, food pantry participation, mental health partnerships, and education laws specific to alternative education. Printed materials are provided by our Family Advocate from our Lexmark CX522ADE color printer to provide more effective communication and materials for our families.   We reach out to the community in a variety of ways. We encourage community partners, mentors, and

visitors to participate in our activities. Our students tend to live on their own, with families of their own, and are living an adult life within the community. Therefore at Emerson North we provide free childcare on site to help care for the children of our students who are under the age of four. In childcare, they help educate the children in their care and provide our parenting students with resources and classes on parenting skills. Through our partnership with Sunbeam Services we gain much needed exposure to their resources that help our parenting students and their children thrive within the community. Emerson South is able to provide free childcare through Sunbeam Services at nearby centers or their students utilize space in the U.S. Grant High School childcare center where a similar childcare facility as Emerson North is housed.

In addition, we have a full time social-worker on site five days a week. The position performs specialized social work in an educational setting to enable students to achieve optimal learning by collecting, interpreting, and synthesizing information about a student's development, medical history, educational history, adaptive functioning, community environment, family dynamics, economic differences, and significant crises that influence academic and behavioral functioning. The essential duties of our social worker include:

- Provides casework services to students in the schools that require assistance due to family, financial, or educational issues.
- Develops, plans, and seeks resources to address the issues which are causing difficulty for the student and his/her family.
- Provides direct counseling services to students, as needed.
- Provides therapeutic intervention services to individuals, groups, parents and families.
- Facilitates group counseling.
- Collaborates with community agencies to coordinate services for students.
- Promotes regular school attendance and parental responsibility for attendance.
- Provides crisis intervention services.
- Provides case management services in combination with other Special Services staff.
- Provides prevention programs in areas such as substance abuse, teen pregnancy, and school drop-out.
- Provides consultation on behalf of children to families, Special Services staff, school personnel, and community agencies as appropriate.
- Serves as a member of a diagnostic team and/or educational planning and placement committee.
- Communicates case findings and recommendations to teachers and other school personnel as needed.
- Serves as a liaison between the school/family/community.
- Works in partnership with parents, schools, and community to assist in the individual child's adjustment to school.
- Make home visits when appropriate.
- Performs other duties as assigned.

To better assist our social worker to be effective in these duties we will support the position by providing a Lexmark CX522ADE color printer to print materials for students and families. It is essential to have colored copies to better emphasize details within the materials. It also adds a bit of professionalism and polished look for the school.

In addition to the social worker we are adding an Attendance/Truancy Specialist to the staff. The position is responsible for providing services in the investigation and counseling of students with excessive attendance problems. Position assesses students and families; interprets attendance policies; works as a team member to develop prevention/intervention strategies; provides case management; monitors student progress; and makes referrals as appropriate The essential duties of our attendance/truancy specialist include:

• Conducts student and parent conferences and provide interventions that improve student attendance academic achievement and parent engagement.
• Conduct site based attendance advocates in the investigation of continued absences of students to determine if such absences are lawful and known to parents.
• Refers appropriate families in need of information/assistance to community and school district resources.
• Provides training to campus staff on attendance and truancy policies/laws, early prevention and intervention strategies.
• Collaborates with site based attendance clerk regarding drop out reports to find locations of students and provide information to site personnel as needed.
• Assists in all aspects of the attendance improvement and truancy operations as assigned.
• Performs other duties as assigned.

Finally, we will strengthen our relationships with our community partners like Northcare, Pivot, Variety Care, and SafeCare. Our Career Technology Education (CTE) Department will bring back our community advisory panel so we can meet regularly to hear from our partners and to gain their input on decisions related to the school including Title I spending. We will continue to maintain our relationships with MetroTech and Oklahoma Central University for opportunities in vocational training for our students and college exposure through the Gear-Up program. The Check-and-Connect feature of Gear-Up provides mentor teachers to our students who are in the program. They communicate with families and provide support to them for academic success. We also have a partnership with The Comeback Kid Society which is a program that will come in and offer group sessions on topics that relate to our student population in addition to a student mentoring program. We also have a partnership with the Student Success Agency for one-to-one mentoring for our students. There are many opportunities with these agencies that will pave the way for future agencies to follow.

How will parents and community stakeholders be involved in the development, monitoring and implementation of the Title I School-wide plan and how will they be advised of school decisions regarding the Title I program?

During the orientation parents are informed about the current Title I plan. A one page summary is provided with the main details of the plan. A presentation of the Title I plan is provided annually during open house or the first parent conference. A recorded presentation is linked on the school's web page for stakeholders to access if they were unable to attend the in-person meeting. Any parent or community partner may request a meeting with the principal to go over the actual line item budget.

Parents are invited to join the Title I Budget Committee at every orientation. Interested parents or caregivers are asked to provide their contact information so that when the committee meets we are able to let them

know. Community partners will have input opportunities during the advisory panel meeting to allow for their time. All notes from the meetings will be kept for future reference in case a decision is called into question.

We also have a student serving on our Title I committee but we seek the input of our students through surveys and classroom discussions. Every student is assigned an Advisory period as part of the alternative program requirements. During this time the students have the opportunity to give input on school decisions that affect them. Their input is added to the committee and advisory board notes in order to form a complete and informed decision.

How was the Title I School-wide Plan, as well as all communication regarding it's development, evaluation, and revision processes made available in languages and formats accessible for every family and community stakeholder of the school?

The alternative high schools are able to provide any document in any language through the Oklahoma City Public Schools Communication department. If a parent comes to the school and requires the documents in a language other than English we will make a request to have the documents translated. If the parent or community partner does not require the documents but needs an explanation or information given to them verbally then we have the Language Line that can provide a third party translator who is able to communicate in the parent's or community partner's preferred language. We are also able to communicate with our Spanish speaking families through staff who are bilingual.

How was the school vision and mission for student success collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students?

During the 2018-2019 school year, Emerson North Alternative High School was identified as a School Improvement site. At that time the school leadership team came together and developed protocols for meetings and used the Oklahoma Nine Essential Elements to determine and set priorities for addressing the overall performance of the school. One of the tasks was to look at the current Mission and Vision statement of the school to determine if it was still relevant. The Oklahoma City Public Schools just revised their Mission and Vision statements so the team made the decision to revise Emerson North's Mission and Vision statements to be in alignment with the current goals of the district. In the 2019-2020 school year the team added a Vision of Instruction statement to accompany the Mission and Vision statements. These statements are evaluated annually by the Leadership Team to be sure that we are aware and keeping to our core values. These are the current Mission and Vision Statements for Emerson North Alternative High School:

Mission Statement

Every day at Emerson North Alternative High School we will provide all students a non-traditional setting where they will feel safe and secure to explore and learn at their own pace, invite our families and community partners to increase their opportunities to engage with our school, and value the relationship with our diverse community.

Vision Statement

We believe every student, regardless of circumstance, holds the potential to learn and apply knowledge when the student is provided the opportunity and ability to recognize his or her inner strength and resilience.

Vision of Instruction Statement

The Vision of Instruction at Emerson includes standards-based planning through collaboration between teachers and departments within a PLC, standards-based lessons delivered through proven researched-based instructional practices, standards-based assessments within Mastery Connect to provide data, and the use of a data protocol to measure student growth and drive instruction.

These statements are placed on every meeting agenda and they appear on our website. When we give surveys to our parents and community partners we ask if they feel the statements are still relevant to our purpose. In the most recent survey the feedback was very positive in regards to all three statements.

Comprehensive Needs Assessment

As the school principal, I certify that:
- the Title I School-wide Plan was developed based on a Comprehensive Needs Assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency. **ESSA, Section 1114 (b)(6)**

Describe the outcomes of the school's Comprehensive Needs Assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups, and examination of student, teacher, school and community strengths and needs, and a summary of the priorities that will be addressed in the Title I School-wide Plan.

Identify data sources used including Performance, Perception, and Demographic data from a variety of sources and provide detailed analysis including student subgroups.

The Oklahoma Nine Essential Elements Needs Assessment findings were used by the leadership team in conjunction with the most recent OSTP student assessment data from Measured Progress and the local assessments within Masteryconnect to compile the data.

Electronic surveys were distributed to teachers, students, and parents/family to collect perception data about the site/district. The surveys are linked on the school's webpage.

Performance Data was gathered from summative assessments in Masteryconnect, grade reports in Infinite Campus, ACT Performance Reports, the school's graduation rates, and the School Report Card. .

Perception Data was gathered through student, parents, and staff surveys. We also used the agendas and minutes from department PLC meetings, the behavioral management reports in Infinite Campus, and the logs from our counselors and social workers.

Demographic Data was gathered through the School Profile Reports and Demographic Reports within Infinite Campus, the Chronic Absenteeism Report in Infinite Campus, data collected from the alternative education referrals, Special Education caseloads and other reports through EdPlan and the Alternative Education End of the Year Data Report.

Identify areas of strength and areas of need for students, teachers, and the school community.

The alternative program as a whole is making a difference in closing the achievement gap. A large percentage of our students report that they feel safe in our school. We know, as educators, that if basic needs are met then achievement will increase. By taking away barriers to our students' education we increase their chance of succeeding. The assessment data will not show large areas of proficiency in any of the core content areas. However we do have a large number of students who finish the program and receive their high school diploma. These students do go on to community college or vocational school. Some are already working in the private sector at jobs that would not have been possible without the high school diploma. The achievement gap is more than the scores on a standardized test. We measure our success one student at a time and each of our students have a unique story that they can control. We help guide them along the way and if they score proficient in a subject area then that is a bonus. That is our goal as educators but the reality is that we teach students not content. The content is a mode to reach the students. If we can get the students to be curious and to use critical thinking skills to help solve issues then we are closing the gap in ways a standardized assessment will never be able to measure. Standardized assessments are a snapshot in what a typical student should know by the end of a learning period. Our students are learning lessons everyday that are equally important and vital to their survival.

The largest area of need that we have in the alternative program is better alignment of our assessments with the state assessments. Although our students experience classroom success it does not often translate to the test scores for district or state assessments. We are addressing these areas with a stronger focus on PLCs and having Solution Tree, Inc. consultants coming to the school to provide the PLC At Work model for all of our teachers. This will strengthen the collaboration of the PLCs for all of our teachers. We also plan to have our Math and English teachers attend professional development in visible learning during the school year. In helping to increase our teachers ability to teach our students to prepare for the ACT we plan to have training and purchase materials from Cantrell and Waller. This will provide us with embedded ACT style questions and methods for improving our students' chances on the state assessment.

Identify the priorities for the school which are aligned with the needs identified in the Needs Assessment.

The first priority for the alternative program is to increase our overall performance in mathematics. The mathematics SMART Goal is our first priority. The proposed action plan for the mathematics SMART goal includes aligning all instructional resources to OAS, developing a professional development strategic plan based on teachers' needs, providing focused training in Visible Learning, reviewing/monitoring of teacher data binders by administrator, and scheduling regular, short- and long-term celebrations.

The second SMART Goal focuses on chronic absenteeism. The target group is 11th and 12th grade students due to the link between student attendance and student achievement. If the students are attending class, then they will experience more opportunities for success which will result in more credits toward graduation being earned. Thus, the action plan to increase attendance should also reinforce steps to increase Emerson

Alternative High School's graduation rate and academic goals.

The third Smart Goal keeps a focus on data collection and the use of data to drive instruction. This is a school-wide focus with all core subjects required to meet in PLCs and to provide useful and actionable information to improve classroom instruction. Consultation with Solution Tree, Inc will help focus and guide the work of our PLCs.

Evidence-Based Interventions (EBI) - District leaders and the leadership team accessed Evidence for ESSA and What Works Clearinghouse to select a "Strong Evidence" mathematics intervention. Sustainability will be achieved by growing our mathematics department as teachers of Mathematics and by providing the surface foundation students need for deep and transfer learning.

Emerson North Alternative High School will use the Instructional Coach to assist in implementing the strategies and help our teachers provide effective instruction.

Emerson South Alternative Mid-High School will utilize the services of an Attendance/Truancy Specialist to assist in reducing the rate of chronic absenteeism.

Progress Monitoring - All students will be screened, progress monitored, and interim assessed with teacher-generated formative assessments, and Mastery Connect. However, the leadership team is considering revising and updating the current snapshots and assessments to better match the skills learned at the alternative high schools to the OAS. The leadership team recognizes that data sources have not been used to make informed, instructional decisions.

> **What evidence will show that the school's Title I School-wide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk?**

We will use a variety of evidence to help show how our Title I funds have improved student outcomes. Data from multiple sources will help drive decisions in the PLC in regards to academic growth, identify areas of need, chronic absenteeism, community involvement, and overall progress towards graduation. We will create a tiered system of interventions to help our students who are identified as being most at risk of not finishing. As we move through our PLC training the teams will develop a data protocol that will assist in the identification of strengths and weaknesses within each department. These data protocols will also be used as evidence for our Leadership Team to make schoolwide decisions on effectiveness of various resources or trainings.

School-wide Plan Strategies

As the school principal, I certify that the Title I School-wide Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
- provide opportunities for all children, including each of the subgroups of students (as defined in Section 1111 (c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that 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
- 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. **ESSA, Section 1114 (B)(7)(A)(iii)**
- provide professional development and other activities for teachers, paraprofessionals and other school personnel to improve instructional and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects;
- be evidence-based as defined in **ESSA, Section 8101 (21)(A).**

Describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.

What evidence-based interventions, strategies and activities will be used to provide an enriched and accelerated curriculum for all students that will result in significant improvements in student learning?

The proposed action plan for the mathematics SMART goal includes aligning all instructional resources to OAS, developing a professional development strategic plan based on teachers' needs, Response to Interventions, PLC collaboration and scheduling regular, short- and long-term celebrations. To help support the students and teachers the school will purchase paper and toner to supplement the learning. In addition, the math department will purchase classroom sets (55) of TI-30xIIS calculators and (55) TI-84 calculators all of which are approved for ACT testing. They will also order 110 Pythagorean Theorem tile sets. This will provide representation of their learning in an easy to follow manner. The science department will enhance and support their students with four Celestron LCD Digital Microscope II Professional-Level biological LCD microscopes, eight Wolfe Intermediate Tri-Power cordless Stereomicroscope, and two Carolina Microscopy classroom sets for Zoology, Botany, Human Anatomy, and Biology. The team will also provide training on effective ACT strategies through Cantrell & Waller professional development. We will also order four of the Bell Ringer Sets for English, Math, Science, and Reading. The students will have the 250 licenses purchased for use that remain with the site to account for students who exit and enter throughout the school year. Finally, tutoring is being offered for two teachers at Emerson North and three teachers at Emerson South. The proposed action plan for the chronic absenteeism SMART goal includes creating an attendance team, close and frequent monitoring of student attendance to develop individual student action plans, establishing site-wide follow-up procedures, implementing a tiered-system of support for identified at-risk students, hiring a social worker to work with students, teachers, and families, hiring an attendance/truancy specialist, and regularly communicate attendance expectations at every opportunity through a variety of communication modes. However, attendance strategies will be implemented school wide to promote a positive academic culture of learning. The school supports our students with transportation through the purchase of monthly and daily Embark bus passes. This is in an effort to reduce the chronic absenteeism at our sites. The district is also providing transportation from the North side high schools to our campuses. This option is not available to every student, including our students who need our childcare. Emerson Alternative High School will focus on the Professional Learning Community (PLC) to improve the collection of data to drive instruction. Professional Development in the PLC at Work model will continue through the use of a consultant from Solution Tree, Inc., with two days paid by the4 district and two days paid through the Title funds. The principal and assistant principal will conduct regular checks to confirm implementation of

progress monitoring through the PLCs. The sites have a lead mentor teacher who will help our new teachers accomplish the goals of the school and to help implement the strategies as outlined in the plan. Then each site knows the importance of maintaining networking within the alternative education community. So, the team will send two administrators, one instructional coach, and 8 teachers. District Involvement - The district will support the following initiatives: hiring a social worker and attendance/truancy specialist to address chronic absenteeism; hiring an Instructional Coach for job-embedded instructional support; providing release time for professional development. (Some of the aforementioned district supports also involve operational flexibility.). Professional Learning Communities - For SY 2022-2023, PLCs will be devoted to the following: analyzing student data to identify struggling students and discussing student work; identifying adjustments in instructional practices to better meet learning needs of all students, and collaboration with other schools with similar PLC characteristics. Intervention will be flexible. (Enrichment-extension activities will also be scheduled during intervention time.) Reviewing all levels of student work is critical in order to ensure that all students grow and are appropriately challenged. PLCs will meet five times a week during the scheduled time for PLCs that is built in the work day for each core teacher. Students who need extra tutoring will be offered intervention after school, during Saturday school, or by teachers who sell back their plan period for the express purpose of offering intervention for our students. Rigorous Review Process - Emerson Alternative High Schools' leadership team will keep records on all services provided to staff (times/dates/description) and collect exit tickets from all PD participants as well as survey staff working with the instructional coach. The leadership team will also pull student data related to the PD. This information, along with the original service proposals, will be used to measure the effectiveness of the providers before any agreements for the next year are negotiated. Operational Flexibility - District is committed to assisting and supporting the Emerson Alternative High School plan.

Identify clear criteria for student participation in tiered model of intervention services that will address and prevent behavior problems and develop and improved school culture.

We believe that every student who is referred to our program is capable of achieving academic success regardless of the life situations that have been an obstacle in their past. To that end we have a Positive Behavioral Intervention and Support (PBIS) committee that takes qualitative and quantitative data to create school wide expectations and supports for our students.

Multi-Tiered Framework

A Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs. PBIS is an example of MTSS centered on social behavior.

Three Tiers of Support

MTSS emerged as a framework from the work conducted in public health emphasizing three tiers of prevention. Schools apply this model as a way to align academic, behavioral, social, and emotional supports to improve education for all students. It's important to remember these tiers refer to levels of support students receive, not to students themselves. Students receive Tier 2 support, they are not Tier 2 students.
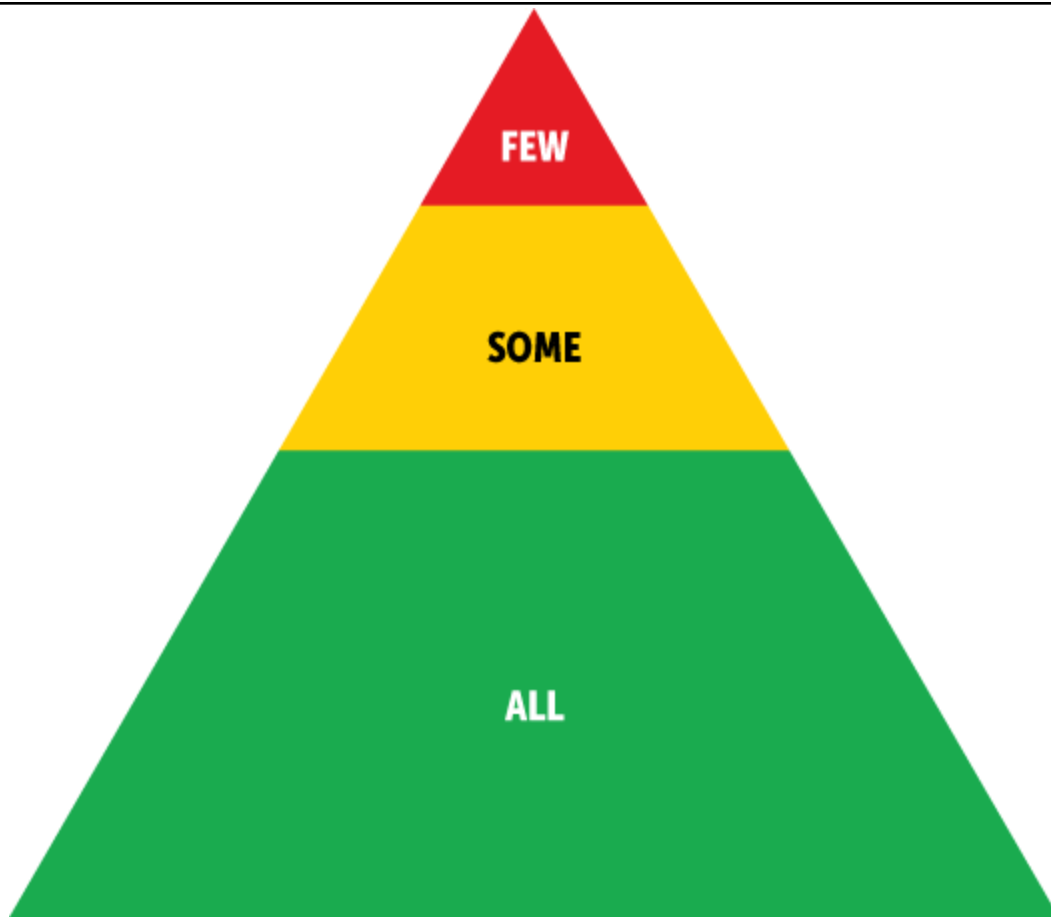
Tier 1: Universal Prevention (All)

Tier 1 supports serve as the foundation for behavior and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and to prevent future problems.

Tier 2: Targeted Prevention (Some)

This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit core programs at the school.

Tier 3: Intensive, Individualized Prevention (Few)

Tier 3 supports are the most intensive supports the school offers. These supports require are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student's need and to develop an individualized support plan. Student plans often include goals related to both academics as well as behavior support.

Key Components at Every Tier

Each tier has its own set of systems and practices, but some key components appear across every level. Each of these features needs to be present in order for MTSS to be implemented with fidelity.

- Practices are based on evidence to be effective in a similar context with similar populations.
- Practices are organized along a tiered continuum beginning with strong universal supports followed by intensified interventions matched to student needs.
- Data are collected and used to screen, monitor, and assess student progress.
- Resources are allocated to ensure systems and practices are implemented with fidelity over time.

Explore the Evidence Base for PBIS

At its foundation, PBIS is a framework supported by research spanning decades. Study after study confirms the positive impact these tiered systems and practices have on improving student outcomes. The evaluation brief, "Is School-wide Positive Behavior Support an Evidence-based Practice?" and the article "Examining the Evidence Base for School-wide Positive Behavior Support" each lays out some of the research and provides additional resources to explore the topic further.

Tiered Support

Tier 1:

Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

The core principles guiding Tier 1 PBIS include the understanding that we can and should:

- Effectively teach appropriate behavior to all children
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions

Foundational Systems

Tier 1 systems serve as the foundation upon which all other tiers are built. With school-wide systems in place, schools can identify which students require additional support more efficiently. These Tier 1 foundational systems are:

Leadership Team

The Tier 1 teams establish the systems and practices for Tier 1 support. This team is responsible for monitoring school-wide data, ensuring students receive equitable access to these supports, and evaluating the program's overall effectiveness.

Regular Meeting Routine, Schedule, and Structure

The Tier 1 team meets at least monthly. Team members should have availability to attend at least 80% of all scheduled meetings to provide consistency around action planning and tracking progress. Meetings should include an agenda, minutes, defined roles, and a current action plan.

Commitment Statement for Establishing Positive School-wide Social Culture

A school's PBIS Leadership Team must identify implementing PBIS school-wide as a critical priority. If it is not identified as one of the school's top three needs, it is unlikely anyone will allocate the time and effort needed to accomplish implementation. Although not a requirement, It is beneficial when a majority of school personnel also agree PBIS implementation is critical to addressing issues related to the social, emotional and behavioral growth of all students.

On-Going Data-Based Monitoring, Evaluation, and Dissemination

Tier 1 teams review and use discipline and academic outcome data at least monthly to guide decisions. Reviewing fidelity data measures how closely the school implements the critical components of PBIS at Tier 1. Annually, teams evaluate the overall effectiveness of Tier 1 supports and share their findings with stakeholders. School personnel should see school-wide data regularly and have the opportunity to provide input on Tier 1 foundations.

Procedures for Selecting, Training and Coaching New Personnel

The key to PBIS implementation is staff consistency. All staff members need to be aware of goals, process, and measures. Tier 1 implementation may require professional development to orient all school personnel – particularly around at least four core practices:

- Teaching school-wide expectations
- Acknowledging appropriate behavior
- Correcting errors
- Requesting assistance

Key Practices

Before schools start implementing Tier 2 and Tier 3 practices, Tier 1 practices must be in place. These include:

School-wide Positive Expectations and Behaviors are Defined and Taught

Rather than establishing specifically what not to do, schools define and teach the behaviors and expectations they want to see. Schools should identify 3-5 positively stated, easy to remember expectations. These should align with creating the kind of positive school climate the school wants to create. Anyone should be able to walk into the school at any time and ask 10 random students to name the school-wide expectations. At least 80% of the time those students should be able to say what they are and give examples of what they look like in action.

For students to know the expectations, they must be taught. The Tier 1 team should decide how students will learn expected academic and social behaviors across various school settings.

Procedures for Establishing Classroom Expectations and Routines Consistent with School-Wide Expectations

Students spend the majority of their day within classroom settings. It's critical the expectations in the classroom align with the broader school-wide systems. This consistency supports better behavioral outcomes for all students. Teachers explain what the school-wide expectations look like in their classrooms during specific classroom-level routines.

Continuum of Procedures for Encouraging Expected Behavior

A school's Tier 1 team determines how to acknowledge students positively for doing appropriate behaviors. Schools adopt a token system in addition to offering specific praise when students do what's expected. No matter the system, it should be:

- Linked to school-wide expectations
- Used across settings and within classrooms
- Used by 90% or more of all school personnel
- Available to all students within the school

Continuum of Procedures for Discouraging Problem Behavior

All discipline policies should include definitions for behaviors interfering with academic and social success. They offer clear policies and procedures for addressing office-managed versus classroom-managed problems. Defining both the behaviors and the procedures promote consistent application of Tier 1 across all students and school personnel.

Procedures for Encouraging School-Family Partnerships

Teams should solicit stakeholders, including families, for input on Tier 1 foundations. Opportunities to provide ongoing feedback and direction should happen at least once a year, if not more regularly. This input ensures Tier 1 is culturally responsive and reflects the values of the local community.

The Tier 1 Team

In addition to monitoring Tier 1 systems, the Tier 1 team meets regularly to refine school-wide practices and evaluate their effectiveness. The team reviews discipline data, curriculum-based measures, state tests, and

other data sources related to improving school-wide outcomes. Individuals with the following positions are often included on Tier 1 teams:

- Someone to coordinate the team
- School administrator
- Family representation
- Classroom teachers
- Student representation (more likely at the high school level)

In addition to these suggested roles, the team should have the following skill sets represented:

- Behavioral expertise
- Coaching expertise
- Knowledge of student academic and behavior patterns
- Knowledge about how the school operates across grade levels and programs

Tier 2:

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic support. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students.[1]Tier 2 interventions are:

- Continuously available
- Accessible within 72 hours of referral
- Very low effort by teachers
- Aligned with school-wide expectations.
- Implemented by all staff/faculty in a school.
- Flexible and based on assessment.
- Function-based
- Allocated adequate resources
- The student chooses to participate.
- Continuously monitored

Foundational Systems

Tier 2 practices stem from a strong foundation of Tier 1 support. With school-wide systems in place, schools are able to identify which students need additional support.

In addition to Tier 1 systems, the foundational systems involved in Tier 2 support are:

Intervention Team with Coordinator

This team establishes systems and practices for students requiring Tier 2 support. Team members ensure students receive timely access to interventions, oversee implementation, and regularly use data to monitor student progress and evaluate the program's overall outcomes.

Behavioral Expertise

Team members with behavior support expertise help Tier 2 teams consider the function of a student's problem behaviors prior to choosing an intervention. They keep teams focused on aligning interventions with what will work best for students.

Fidelity and Outcome Data Collection

Regardless of the intervention implemented, it is important to collect and monitor data about student performance. Teams use these data to determine whether to continue, modify, fade, or move on from a student's intervention. Assessing how closely Tier 2 supports are implemented as intended (fidelity of implementation) ensures student's get the maximum benefit from the intervention as possible. Two ways to assess fidelity include self-assessment and direct observation. However you collect Tier 2 data, it should be quick and easy.

Screening Process to Identify Students

Schools need a clearly defined, methodical process for considering which students may need additional support. Multiple strategies can be used to identify students for Tier 2 support. Examples include:

- Office discipline referrals
- Screening instrument scores
- Teacher nominations
- Parent and support service recommendations
- Formative assessments.

It is not necessary to exhaust all possible identification methods. No single method is likely to identify all students who need Tier 2 support. It is recommended schools select and use multiple techniques.

An effective identification process should generate information for students experiencing externalizing (able to be observed) and/or internalizing (directed inward) behaviors.

Access to Training and Technical Assistance

At Tier 2, school personnel need effective professional learning which is research-based, consistent, ongoing, convenient, relevant, and differentiated. Access to training, practice, feedback, and coaching are also important.

Key Practices

Tier 2 practices start with a strong Tier 1 foundation. In addition to these Tier 1 practices, key Tier 2 practices include one or more of the following:

Increased Instruction and Practice with Self-Regulation and Social Skills

Regardless of the intervention, Tier 2 supports include additional instruction for key social, emotional, and/or behavioral skills. An important outcome of Tier 2 interventions is when students can regulate on their own, when, where and under what conditions particular skills are needed and can successfully engage in those skills. Once data indicate a positive response to the intervention, students learn how to monitor and manage their own behavior.

Increased Adult Supervision

Tier 2 supports include intensified, active supervision in a positive and proactive manner. For example, adults may be asked to move, scan, and interact more frequently with some students, according to their needs. This can be accomplished with simple rearrangements across school environments.

Increased Opportunity for Positive Reinforcement

Tier 2 supports target expected behavior by providing positive reinforcement for often. For example, students who participate in a Tier 2 Check-in Check-out intervention engage in feedback sessions with their classroom teacher and other adults in the school as many as 5-7 times per day. Many students view this positive adult attention as reinforcing and as a result may be more likely to continue engaging in expected behaviors.

Increased Pre-Corrections

At this level, another key practice to prevent problem behaviors is to anticipate when a student is likely to act out and do something to get ahead of it. For example, specifically reminding students of classroom expectations. These pre-corrections might be gestures or verbal statements delivered to an entire class, a small group of students, or with an individual student. Pre-corrections set students up for success by reminding them, prior to any problem, what to do.

Increased Focus on Possible Function of Problem Behavior

It is important to consider why students engage in certain behaviors in order to align Tier 2 interventions best suited to their needs. When they know what motivates students to behave a certain way, teachers can help them find alternatives to their unwanted behavior.

Increased access to academic supports

Some students receiving Tier 2 behavior support may need additional academic support, too. Often challenging behavior serves the purpose of allowing students to avoid or even escape academic tasks that are beyond their skill level. Academic intervention along with behavioral supports may be needed to improve student success.

The Tier 2 Team

In addition to monitoring Tier 2 systems, the Tier 2 team meets regularly to design and refine Tier 2 interventions in the building. The team is responsible for reviewing students referred for additional support and providing training to families, school personnel, and students regarding interventions. Individuals in the following positions are often included on the Tier 2 Team:

- Someone to coordinate each Tier 2 intervention
- School Administrator
- Behavior Specialist
- ClassroomTeacher·

In addition to these suggested roles, committee members also may serve a coaching role to support implementation of Tier 2 practices among staff. Coaching practices include:

- Understanding and reviewing data
- Encouraging, teaching, prompting, providing practice, and modeling for school personnel
- Communicating with stakeholders
- Distributing information and gathering input
- Organizing and promoting professional learning

Strategies for Emerson Students

Check In/ Check Out (CICO)

Students may be referred to CICO by either acquiring 3 discipline referrals within a four week period of time, or by teacher request. The student will be assigned to an adult mentor to follow the CICO procedures. Progress will be monitored and graphed for at least 6 weeks. If there are no improvements within 2-4 weeks, the team will re-evaluate.

How is CICO implemented?

- A student checks in with a specific adult at the start of the school day.
- The adult gives the student a point sheet that has the goals/ expectations the student is working on.
- The adult speaks briefly with the student in a positive manner, to encourage them and remind them what they need to focus on to meet their goal.

- The student goes through their day with the point sheet having each teacher check how well they did during that time period.
- At the end of the day, the student checks out with the same adult they checked in with. The adult briefly talks with the student, asking them how they feel they did, what they did well on, and what they need to work on.
- A copy of the score should be turned into Mrs. Everson for monitoring progress.
- The student then takes their point sheet home to show and discuss it with their parent to be signed and returned if need be.
- The daily goals may be used along with a reward system where the student receives an incentive for meeting their goal.

Social/ Academic Instructional Groups (SAIG)

When CICO isn't working students may be referred to SAIG groups. These groups will meet weekly and will focus on re-teaching and practicing specific appropriate behaviors. Students will be placed in groups with same age peers, and length of participation may vary for each student. Behaviors will be observed to monitor progress. If after 4 weeks, the student is not responding to tier 2 interventions, a more intensive or additional intervention and/or consult referral may be considered. Prior to a consult, the teacher must complete an Intervention Request Form (IRT). This can be found on the district website.

Mentoring Program

Tier 2 students may be placed into a mentoring program with a peer of the same age or older, or an adult. They will meet with the student 1-2 times per week to practice behavior expectations or build a relationship. Students will participate for 6-8 weeks. If after 4 weeks, the student is not responding to tier 2 interventions, a more intensive or additional intervention and/or consult referral may be considered.

Tier 3

PBIS' framework doesn't just work with school-wide and targeted supports. It's also an effective way to address sometimes dangerous, often highly disruptive behaviors creating barriers to learning and excluding students from social settings.

At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.

Foundational Systems

Tier 3 practices stem from strong foundations in Tier 1 and Tier 2 supports. With both tiers in place, schools are free to organize individualized teams to support students with more intense needs.

The foundational systems involved in Tier 3 supports are:

<u>Multi-disciplinary Team</u>

Tier 3 team membership includes an administrator, a coach/behavior representative, others with basic knowledge of problem solving. Team members should also include personnel who actively provide Tier 3 support in the school. This gives them input on decisions about interventions they provide to students they serve. Including school personnel from different departments ensures an array of perspectives.

<u>Behavior Support Expertise</u>

A school's Tier 3 team must include someone who has experience providing formal behavior support. They need to have applied behavior expertise and experience developing multi-agency support.

<u>Formal Fidelity and Outcome Data Collection</u>

Documenting student outcomes lets teams monitor how the resources allocated and the practices adopted affect student's outcomes. These data are essential to:

- Supporting data-based decision making and problem solving
- Identifying needed adjustments to Tier 3 practices
- Maximizing resources
- Ensuring all students are supported fully and equitably
- Evaluating the system's overall effectiveness
- Determining student eligibility for additional resources
- Evaluating individual education programs·

Assessing how closely Tier 3 supports are implemented as intended (fidelity of implementation) ensures student outcomes can be attributed to the interventions provided.

Key Practices

Tier 3 practices start with strong Tier 1 and Tier 2 foundations. In addition to these practices, the key practices involved in Tier 3 supports are:

<u>Function-based assessments</u>

Functional behavior assessment (FBA) is the formal process for ensuring a student's plan centers on why a student behaves the way they do. FBA allows teams to identify which interventions are most likely to be useful for an individual student. Plans resulting from a formal FBA process will include strategies for:

- Preventing unwanted behavior
- Teaching appropriate behavior
- Positively reinforcing appropriate behavior
- Reducing rewards for unwanted behavior

- Ensuring student safety

Wraparound supports

Wraparound supports involve working with students and the adults invested in their success to identify how a student's natural support systems, strengths, and needs can work together to improve their outcomes. The Wraparound plan typically includes both formal, research-based services and informal supports provided by friends, family, and other people drawn from the student's social networks. For more information, check out the National Wraparound Initiative's introduction to key concepts.

Cultural and Contextual Fit

With every practice, the student's and the school's culture and context must be considered. Each of these element influences and adds value to a school's Tier 3 practices:

- Local environments such as neighborhoods and cities
- Personal characteristics such as race, ethnicity, and nationality
- Learning histories such as family, social routines, customs, and experiences
- Language such as dialect and vocabulary

Tier 3 Teams

There are two types of teams associated with Tier 3 supports: the Tier 3 leadership team and individual student support teams.

Tier 3 Leadership Team

Tier 3 teams won't look the same in every school. Whether you have one team looking at Tier 3 specifically, or one team monitoring Tier 2 and 3 systems together, this leadership team meets regularly to be sure:

- Students who need additional support have access to those systems
- Students who receive Tier 3 supports are successful

Tier 3 leadership teams are led by someone with applied behavior expertise, administrative authority, multi-agency support experience, knowledge of students, and knowledge about how the school operates across grade levels and programs.

Tier 3 Student Support Team

In addition to a team committed to monitoring Tier 3 systems, there must be a problem-solving team for each student receiving Tier 3 support. These teams meet regularly to design and refine strategies specific to one student. The team's goal is always to transition a student to fewer intensive supports.

Tier 3 student support teams typically include people from the student's school, home, and community. Students and their families input and approval on who is on the team. The school's administrator must have enough involvement to allocate resources as needed for a student's plan.

PBIS Summary at the Alternative High Schools

Administration and staff at Emerson are dedicated to improving the life of all of our students. We believe that PBIS is a systematic approach to help our students achieve academic success and learn critical problem solving skills. Each year the PBIS Committee will use the following to evaluate the success of our program for our students and stakeholders:

Assessments

The Tiered Fidelity Inventory (TFI) assesses how closely school personnel apply the core features of PBIS. The TFI includes three separate surveys – one for assessing each tier – schools can use separately or in combination with one another. Schools at every stage of implementation may use the TFI to assess any tier.

Site Professional Development Plan

Each site should complete a Professional Development Plan for the school year based on areas of need identified in the Title I Comprehensive Needs Assessment. This Plan should be comprehensive in nature and include all Professional Development funding sources provided to the school.

Funding Source: Identify what funding source will pay for the PD activity.
Date: Date or date range that the PD activity will take place.
PD Activity/Description: Include the name of the activity along with information such as target audience, registration fees, training products purchased, trainer fees, stipends, etc.
Number of Staff Trained: Include all staff members that will participate in the PD activity.
Total Costs: Provide a total of the funds used to pay for the PD activity.

Funding Source	Date(s) of PD Activity	PD Activity/Description	Number of Staff Trained	Budgeted Cost
515	8/29/22 & 1/29/2023	Solution Tree Inc., PLC At Work Consultant Days	37	$14,200
515	11/28/2022	Cantrell & Waller ACT Prep Worksop 12 hours	60	$4,700
515	10/19/2022 to 10/21/2022	National Alternative Education Association Annual Conference	11	$19,619.78
511	Ongoing	Instructional Coach weekly Professional Development on Non-Negotiables, Advisory 101, and Book Study.	35	$38,468.77

Coordination and Integration

As the school principal, I certify that:
- If appropriate and applicable, the Title I School-wide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I School-wide Plan outlines the ways in which funds are to be braided. **ESSA, Section 1114 (b)(5)**

List the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I School-wide Program.

Identify all funding sources for the school and describe how these resources are leveraged (e.g., fiscal, human, time) to improve student outcomes.
The Alternative High School will use the following funding sources: **Title I 511 Funds** - These funds will be used to support Emerson Alternative students by funding the positions of a Social Worker and our Instructional Coach. It also provides the stipends for the lead teachers at Emerson Alternative Schools. Finally, it funds the Embark passes for our students so they have transportation to and from school. **Title I 515 Funds** - These funds will be used to help fund TruTouch Interactive Boards for the classrooms that either have non-working Smart Boards or are scheduled to receive the new boards. This fund will also help fund activities related to professional development and training of staff on areas related to the goals and focus of the school. **Alternative Education 388 Funds** - These funds are used to fund the salaries and benefits of the schools administrators and some of the teachers, and secretaries/clerks on staff. **CTE 411 Funds** - These funds support our Career and Technology Education department with supplies,

salaries, and benefits related to the goals of the school and the department.

Special Education 621 Funds - These funds help pay for salaries and benefits for our Special Education paraprofessionals.

OKCPS District General Funds 1100 - These funds are used to pay the salaries and benefits of all the other employees who are not covered by one of the other funding sources.

In addition to these funding sources we do have departments located within the school that have specific funding sources related to their areas. For example, childcare has a separate funding source along with our cafeteria, Fine Arts, and Library.

Finally the school has various activity funds that are marked to those specific groups. Funding in these funds are usually used to support each individual group.

Describe how all funding sources are utilized to support the Title I School-wide Program.

All funding sources in the Alternative Education program are used to support the Title I School-wide program the same as the Title funds are used to help support the Alternative Education program. The funding allows for us to provide the necessary services to our students and support our staffing in areas that we would otherwise be unable to fund. The materials that use Title I funds are supplemental support for the success of our students. It takes all of the mentioned funding sources to create a successful and Highly Effective alternative education program.

Evaluation and Plan Revision

As the school principal, I certify that:
- the Title I School-wide Plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **ESSA, Section 1114 (b)(3)**

Describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I School-wide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the Title I School-wide program has been effective in increasing the achievement of students in meeting the State's academic standards particularly for those students who had been furthest from achieving the standards; and how the school will revise the Title I School-wide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I School-wide Program.

How will the school leadership include all stakeholders to regularly monitor high quality implementation of the Title I School-wide Plan based on short and long-term goals for student outcomes?

Emerson Alternative High School is a Continuous School Improvement (CSI) designated site. As such, the school's leadership team is required to meet a minimum of twice a month to review and revise our action plan. This is done with the support of the school, district, and state. In addition, we use a wide range of data to look at the academic performance of our students. Working with the district's curriculum team, new

standards and assessments are being created to help focus our view of progress for our students. The school's Title I Budget Committee meets once within the first month of the school year and again a month before the end of the school year. These meetings will specifically look at the resources provided and ensure that they still meet the goals of the school or if any revision is necessary. The local school district will provide support through the Federal Budget Office and School Support staff.

What processes will be used to monitor effectiveness of the Title I School-wide Plan and revise as necessary to increase student learning?

The processes used at the Alternative High Schools to monitor the effectiveness of our schoolwide plan includes the following:
- Assign a Schoolwide Program Review Team
- Collect Qualitative and Quantitative Data on Overall School Performance
- Analyze and Interpret the Data
- Review the Current Schoolwide Plan
- Discuss New Areas of Concern and Make Necessary Modifications to the Schoolwide Plan
- Notify Parents and Stakeholders of results of the Annual Review and the Modifications to the Schoolwide Plan
- Include Required Documentation in Public and Documentation Files