



School Year: 2021-2022
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DATE LAST REVIEWED
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Date: 9/24/2021
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DISTRICT INFORMATION	
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<b>District Name:</b>	Choctaw Nicoma Park Schools
<b>County/District Code:</b>	004-125
<b>Superintendent Name:</b>	David Reid
<b>Telephone:</b>	405-390-5555
<b>Email address:</b>	dreid@cnpschools.org

SCHOOL INFORMATION	
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<b>School Name:</b>	James Griffith Elementary
<b>School Site Code:</b>	125
<b>Principal Name:</b>	Amber Balderrama
<b>Telephone:</b>	405-390-2153
<b>Email address:</b>	abalderrama@cnpschools.org
<b>School Poverty Rate</b>	37%

INSTRUCTIONS
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Each of the five sections of the plan is composed of three parts.

- The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under "Meets Expectations." Corresponding points under the headings "Developing" and "Does Not Meet Expectations" are provided for the sake of clarity.
- The third part is a text box where narrative answers are to be entered. There is no word or character limit.



### 1. Parent and Community Stakeholder Involvement

By checking this box, the school principal certifies 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, school 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)]

#### Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the needs assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I schoolwide plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I schoolwide plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

#### Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I schoolwide plan.
3. The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.
4. The Title I schoolwide plan is available in multiple languages and formats.

#### Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the needs assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I schoolwide plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.
4. The Title I schoolwide plan is posted in English on the school's website.

**Addressing the above expectations, describe in the box below the strategies to increase family and community stakeholder involvement.**

1. The James Griffith Intermediate staff are committed to continuously increasing family and community stakeholder involvement in the school. Through Title I funds, parents are given a variety of opportunities to attend informational meetings (one-on-one and in parent groups) to receive helpful ideas and strategies to increase their child's academic performance. Parents receive Title I pamphlets and parent/teacher/student/administrator compacts. In addition, District and Site Parent Involvement Policy and Parent Right to Know information is distributed at the beginning of each school year. Multiple parent involvement activities are communicated through emails, notes home, Remind 101, Class Dojo, district and school websites, student council, the school marquee, and online apps. Additional U.S. Government published booklets are sent home to families as they become available, as well as teacher newsletters to support and inform parents of reading and math strategies, academic practice websites, and helpful ideas to assist with homework and motivation. Both parents and community members have access to stay informed and involved.
2. The district provides a dashboard application, Class Link, which enables parents to access a variety of school and district information, such as online grade books. Parents have the opportunity to preview all their students' grades at any time through the site parent portal. In addition, the Class Link Dashboard offers links to student educational programs for practice that are used at our site such as, Moby Max, Spelling City, and Prodigy. Class Link also provides a library link for students to access books online through Destiny. James Griffith Intermediate uses Accelerated Reader that provides communication and reports to link their child's independent reading to assessment and progress, which is offered through this program. Class Link features a link to Renaissance Place to access Accelerated Reader. Accelerated Reader generates reports that are communicated to parents to reflect the child's reading level, the books they have chosen to read, and the outcomes of their test performance from the books that are part of the Accelerated Reader program. Parents are encouraged to use the variety of resources that are provided on Class Link to gain access to their student's performance and educational resources. Additional tools that provide parent communication and notification of activities and events are conducted through our site principal's online parent messaging system (School Messenger). This online tool is used weekly to inform parents of information and upcoming dates pertaining to school and community events. In addition, the principal uses School Messenger to send monthly calendars to keep parents informed of upcoming events throughout the month. Parent-Teacher conferences are held twice a year; in the fall and the spring. For parents who are unable to attend during designated conference times, accommodations are made, such as conducting online conferences or conferences through telephone conversations between the teacher and parent.
3. A Title I parent informational meeting is scheduled at the beginning of each school year with notices sent out on Back-to-School Night and reminder notes are sent home with students. All of our site teachers are in daily communication with parents through phone calls, emails, Class Dojo messages, and other online communication apps. Back-to-School Night is a time when important information regarding school procedures and policies are communicated to inform parents as well as receive their preferred methods of communication. Flyers announcing upcoming events that pertain to Parent Involvement are sent home in students' Friday folders to ensure communication is given to parents in

advance of any event or important date to remember. Every August, the Parent Compact, Parents Right-to-Know letter, District and Site Parent Involvement policies, are sent home in Friday folders.

4. James Griffith Intermediate has a Title I committee that includes the principal, the Title 1 reading specialist, a teacher from each grade level (3rd-5th), parents, community members, and the site counselor. James Griffith Intermediate provides appropriate educational experiences designed to teach students foundational skills and concepts to prepare them for their roles as responsible American citizens. Our site has a vision statement that was developed collaboratively with both staff and parents. James Griffith Intermediate is a Model School for Great Expectations, which fosters common language and expectations among the staff and families. Students and staff recite the school creed, eight expectations, and what it means to be a JGI Jacket.

<p><b>2. Comprehensive Needs Assessment</b></p>
<p><input checked="" type="checkbox"/> By checking this box, the school principal certifies that the schoolwide 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 educational agency. [ESSA, Section 1114(b)(6)]</p>
<p><b>Meets Expectations</b></p>
<ol style="list-style-type: none"> <li>1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.</li> <li>2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).</li> <li>3. Examines student, teacher, school and community strengths and needs.</li> <li>4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the needs assessment, for school improvement.</li> <li>5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for all students, particularly those most at-risk.</li> </ol>
<p><b>Developing</b></p>
<ol style="list-style-type: none"> <li>1. Includes performance and/or non-performance data gathered from a limited number of sources.</li> <li>2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in 1111(c)(2) of ESSA.</li> <li>3. Examines student strengths and needs.</li> <li>4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.</li> <li>5. Evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students in general.</li> </ol>
<p><b>Does Not Meet Expectations</b></p>
<ol style="list-style-type: none"> <li>1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.</li> <li>2. Includes analysis of the student body as whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in 1111(c)(2).</li> <li>3. Examines student deficits.</li> <li>4. School administrators have not clearly and transparently identified and communicated the school's priorities.</li> <li>5. Evidence does not show that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for students.</li> </ol>

**Addressing the above expectations, 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; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.**

1. James Griffith Intermediate serves 3rd through 5th grade students. Total Enrollment: 487, Black: 2%, American Indian: 6%, Hispanic: 6%, Asian/Pacific Islander: 1%, White: 75%, Other: 10%  
Number of Identified English Language Learners (ELL) – Enrolled: 5, Percentage: 1%  
Students Eligible for Free and Reduced Lunch Program – 37%

The James Griffith Intermediate Title I committee analyzes several types of performance data in our comprehensive needs assessment in order to monitor the success of our Title I School Plan and identify strengths, weaknesses, and needs of James Griffith Intermediate students. State (OSTP) test scores, common formative assessment scores, STAR (norm-reference) reading and math scores, attendance data, behavior logs, and student grades are analyzed to look for strengths and weaknesses schoolwide and in each student subgroup. Classroom walk throughs and evaluations are used to analyze current instructional practices to see how they align with research based best practices. In addition, school surveys are used in order to gather perception data from parents, teachers, and the school community. The team uses this data to evaluate the success of our plan, to drive instruction to improve the schoolwide programs and meet our students' needs.

2. As the school leadership, teachers, and the community reflected on our comprehensive needs assessment, we identified several strengths: Collected perception data shows that the majority of staff and the community have a positive perception of James Griffith Intermediate and our programs (85% feel welcome at the school and 98.8% feel supported by the school with academic and other concerns), there is great parent support and involvement at James Griffith Intermediate, 99% of our students are proficient in English, and the majority of our teachers are tenured, highly qualified, and have 3 or more years of teaching. However, there were also some weaknesses that need to be addressed. At the beginning of the 2020-21 school year (according to STAR and classroom common formative assessments) an average of 56% of students are below grade level in reading and 57% are below grade level in math. In addition, attendance in the 2020-21 school year was very poor due to the COVID pandemic. Poor attendance was most prevalent in at risk and economically disadvantaged student groups. Due to poor attendance, students appear to have gaps in foundational literacy and math skills.
3. Based on the above data from our needs assessment, James Griffith Intermediate school leadership, in collaboration with families and community, concluded that we will focus on interventions for struggling students, closing the achievement gap for our SPED, economically disadvantaged, and chronically absent students. Students in these subgroups are showing a lack in early literacy skills that could be causing the achievement gap in all other areas. Teachers will need to receive additional support and resources in teaching Early Literacy Skills. We will also focus on training teachers in implementing interventions and differentiation to better work with and understand our most at risk student groups. We expect that this will have a positive effect on literacy as teachers have the tools they need to best work with our most at risk students and their families. Training will be provided for teachers in early literacy and the effective use of technology. Technology will be used as an additional tool for remediation, extra practice, and at home distance learning.



Throughout the year common formative assessments, STAR testing 5 times per year for all students,, technology reports, surveys, attendance and behavior data will help us to gauge our success on student mastery on early literacy skills including those most at risk students in our focus groups. Classroom walkthroughs and reports will be used to monitor the progress of the teachers.





### 3. Schoolwide Plan Strategies

- By checking this box, the school principal certifies that the schoolwide 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 instruction 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).

### Meets Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and address the outcomes of the comprehensive needs assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, transition from preschool to local elementary school programs.
4. The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.





**Developing**

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the comprehensive needs assessment, and may result in limited improvements in student learning.
3. Additional on-going assistance is provided for students experiencing difficulty meeting State standards.
4. The school uses clear criteria and processes for addressing behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

**Does Not Meet Expectations**

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the comprehensive needs assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student behavior problems.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

**Addressing the above expectations, describe in the box below 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.**

1. Choctaw-Nicoma Park Schools purchases research and evidence-based curricula on multi-tier levels to meet the needs of all students. The curricula provides enrichment for high-achieving students as well as at-risk students who require remediation and intervention. Curriculum is only adopted if it is in alignment with Oklahoma Academic Standards. To ensure the integrity and fidelity of the curriculum, teachers use the scope and sequence provided by the curriculum as well as adhering to the pacing guides provided to plan instructions and ensure success for all tiers of students. Teachers, reading specialists, and administration meet to collaborate in vertical and horizontal teams. Data is analyzed from curriculum assessments, in-class grades and observations, STAR testing, reading specialist diagnostic assessments, and OSTP to make informed decisions on how students will best make progress to achieve grade-level goals.
2. Needs identified in the Comprehensive Needs Assessment guides how Title 1 funds are spent and the school's plan for interventions. Supplemental materials are purchased to support student's learning in ways that target their needs in the core areas of reading, mathematics, and other areas where students may show deficits. Response to Intervention primarily focuses on Reading, Mathematics, English Language Arts, and behavior to identify and improve student outcomes for at-risk students. Classroom teachers provide multiple types of instruction through whole group, small group guided reading, and individual interventions as needed. Student data is collected through weekly assessments (both formative and summative), benchmark tests, weekly progress monitoring, current STAR testing, and attendance reports. In addition, the two site reading specialists conduct additional assessments for those students that show they are at risk. These assessments include a phonological assessment, fluency and writing assessment, and a phonemic awareness screener. For students that need behavior interventions, teachers utilize PBIS World interventions and behavior plans in the classroom. The school counselor is also utilized to help with students that have emotional, behavioral, or mental health needs. The results from all assessments and input are used to guide the process of improvement. The assessment data is analyzed by the student's teachers, reading specialists, and principal to monitor the learning of students most at-risk and chart a course for progress. The data is tracked through the RTI process and targeted intervention occurs for students who are not performing at a proficient level. Students are not dismissed from supplemental services such as Title 1, Speech, Indian Education Tutoring, and/or Special Education without a data-driven team decision based on several factors, which affect a student's growth and achievement.
3. For students that require intensive intervention outside the classroom setting, the Title 1 program at James Griffith Intermediate provides reading intervention support as a pull-out program for any student that requires targeted support and instruction to address areas of literacy deficit. Students that show a deficit within the areas of comprehension, fluency, and vocabulary are given support through one of the two reading specialists. This intervention targets the specific area of need through a small group pull-out, five times a week, which provides 45-minute sessions. Students that show specific weaknesses in the areas of decoding, encoding, and spelling are given targeted intervention support by a certified Wilson Reading Therapist five days, also through a pull-out program that provides 45-minute intervention sessions. Students that need behavior interventions are monitored by the school



counselor and receive small group or individual support to meet their specific needs. As a result of students that are most at-risk receiving early intervention that is specific to their area of need, a relationship of trust and confidence is fostered to ensure student success.



<b>4. Coordination and Integration</b>
<input checked="" type="checkbox"/> By checking this box, the school principal certifies that, if appropriate and applicable, the schoolwide plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the schoolwide plan outlines the ways in which funds are to be braided. [ESSA, Section 1114b(5)] <b>or</b> <input type="checkbox"/> By checking this box, the school principal certifies that, if State, local and other federal programs are to be consolidated in project 785, then the schoolwide plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESSA, Section 1114b(7)(B)]
<b>Meets Expectations</b>
<ol style="list-style-type: none"><li>1. Leverages sufficient resources (i.e., fiscal, human, time) to improve student outcomes.</li><li>2. Leverages funding streams to connect the reform strategies developed.</li><li>3. Outlines how the school will meet the intents and purposes of each funding source.</li><li>4. Outlines how funds from Title I and other state and federal education programs will be used to meet the intent and purpose of the programs.</li></ol>
<b>Developing</b>
<ol style="list-style-type: none"><li>1. Identifies limited resources to improve student outcomes.</li><li>2. Funding streams support some, but not all reform strategies.</li><li>3. Outlines how the school will meet the intent and purpose of some funding sources.</li><li>4. Limited description of how funds will be used to meet the intent and purpose of the programs.</li></ol>
<b>Does Not Meet Expectations</b>
<ol style="list-style-type: none"><li>1. The identified resources are insufficient to impact student outcomes.</li><li>2. Funding streams do not support any of the reform strategies.</li><li>3. Unclear description of the intent and purpose of the funding sources.</li><li>4. Unclear description of how funds will be used to meet intent and purpose of the programs.</li></ol>



**Addressing the above expectations, complete the table below. Then, describe in the box below the ways in which funds are to be braided the Title I schoolwide program.**

Funding source (e.g. Title III, Part A, donations, competitive grants, etc.)	Amount available

**5. Evaluation and Plan Revision**



By checking this box, the school principal certifies that the 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)]

**Meets Expectations**

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I schoolwide plan based on short- and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revising of the Title I schoolwide plan includes regular analysis of multiple types of data (i.e., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

**Developing**

1. School leadership uses state assessment results to annually evaluate the Title I schoolwide plan.
2. The monitoring and revision of the Title I schoolwide plan is based upon limited types of data and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

**Does Not Meet Expectations**

1. School leadership does not have a regular process to monitor and adjust the Title I schoolwide plan.
2. Some monitoring of the Title I schoolwide plan takes place, but there is not a process to regularly adjust the plan to increase student learning.
3. School leadership reviews student achievement and growth data.

**Addressing the above expectations, describe in the box below how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement to determine whether the schoolwide 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 plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.**

1. Both qualitative and quantitative data is collected through many formats including teacher made assessments, state testing, STAR (norm-referenced testing), behavior plans, reports from our students data system, Lexia growth and usage reports, surveys, etc. to evaluate our progress in meeting the goals of our Title I program. These assessments and reports identify the levels of student achievement towards mastery of the standards and the progress of school goals. The school leadership team meets monthly with teachers to discuss progress toward the instructional goals. The Title I committee (including staff, parents, and community members) meets every semester to analyze and discuss progress. If goals are achieved, that is recognized and celebrated. Where there are shortcomings, we reflect on what we could do better. The Title I plan is adjusted based on identified needs.
2. James Griffith Intermediate strives to serve all students who might be in need of academic, social, emotional, and/or student education services through Title 1, Title III, Title IV, Indian Education, and/or Special Education. Important to ensuring all children succeed, our faculty analyzes data throughout the school year and evaluates instructional practices to determine student growth, achievement, and where there may be gaps or areas of weakness. Results from the previous OSTP assessments, STAR data from current and previous years, past student grade-level benchmarks, and teacher insights help to identify content areas growth and weakness across grade levels. Student growth data is analyzed for trends schoolwide and broken down into specific subjects, grade levels, classrooms, and demographics in order to give school staff, families, and community stakeholders a clear picture of progress, strengths and weaknesses. We look for patterns in student achievement and growth to find any gaps in any and all content areas. Wherever the data shows there is a need, additional training, support, and monitoring is given to staff in that area. Progress continues to be monitored and feedback given.
3. In addition to analyzing student growth and progress data, teacher instructional practice data is also gathered and reflected upon. Classroom walkthroughs are used to gather and document our instructional strengths and weaknesses on focus instructional areas. Teacher evaluations are used as a comprehensive assessment of teachers' overall practices. Success and needs in the goals that have been set for the teachers to continuously use research based best practices are reflected upon in steering committee meetings, staff meetings, and Title I committee meetings. Necessary adjustments are made and monitored in order to increase teacher effectiveness and students' learning. Professional development is provided to support all teachers and mentors are provided for new teachers.