

OFFICE OF FEDERAL PROGRAMS

**COMPREHENSIVE DISTRICT
ACADEMIC PLAN (CDAP)**

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Oklahoma State Department of Education Office of Federal Programs

Introduction

The Comprehensive District Academic Plan (CDAP) was designed to assist LEAs in meeting Federal and State planning requirements for academic instruction. The planning process is comprehensive and requires a very broad, systematic overview of the LEA's goals supported with data.

The Comprehensive District Academic Plan expressed in this document is composed of three distinct parts. Following a general LEA information sheet, in the first part the LEA describes its Consultation Process and Identification of Achievement Gaps. In this part the LEA will also identify performance or equity gaps and present a broad description of the strategies proposed for closing those gaps. The second part contains Assurances in which the LEA superintendent certifies compliance with the federal requirements listed. The third part consists of seven sections addressing the following topics: Monitoring Student Progress, Equitable Distribution of Teachers, Poverty Criteria and Specialized Student Populations, Parent and Family Engagement, Effective Transitions for Students, Reducing Overuse of Disciplinary Practices, and Coordination and Integration of Programs for Specialized Student Populations.

Instructions

Consultation and Identification of Achievement Gaps

As part of the process of developing a Comprehensive District Academic Plan, LEAs are required to have meaningful consultation among school leaders and personnel, and parents of children in schools served by Title I. The purpose of such consultation is to work together to identify improvement needs, plan for improvement, implement, monitor and evaluate programs to help all children meet the challenging State academic standards.

In this part, the LEA will list the individuals taking part in the consultation process, describe the consultation process and procedures, and describe at least two equity or performance gaps identified during the consultation process. In the tables following the two descriptive responses the LEA will outline the strategies for addressing the gaps identified, for monitoring the implementation of those strategies and for measuring their effectiveness.

Assurances

By checking the box at the top of the page the LEA Superintendent certifies that the LEA performs the listed activities mandated in Section 1112(c)(1- 10) of the Every Student Succeeds Act.

Comprehensive District Educational Plan Provisions

Each of the sections in this part consists of a series of open-ended questions followed by a table. The questions mirror the specific requirements of the Every Student Succeeds Act (ESSA), and are meant to allow the LEA to present broad strategies for addressing those requirements. In the table accompanying each section then, the LEA should present the concrete steps to be taken in order to implement those strategies. This will also include a timeline for implementation, a proposed method for monitoring implementation and effects, as well as an indication of the funds to be allocated to implementation and the person (position/role) responsible for overseeing the process. There is also a section in which the LEA will indicate supplemental actions targeting specific subgroups of students.

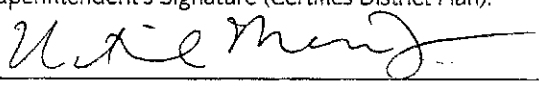
Comprehensive District Academic Plan (CDAP)

Every Student Succeeds Act, Section 1112

CDAP Dates

<input type="checkbox"/> Initial Plan – Due Sept. 30, 2021	<input type="checkbox"/> Revised Plan (Optional) – Due Sept. 30, 2022	<input type="checkbox"/> Revised Plan (Optional) – Due Sept. 30, 2023
Date submitted: September 28, 2021	Date submitted:	Date submitted:

LEA INFORMATION

LEA Name: Elgin Public School	LEA Address: 721 Mighty Owl Ave.	City/State/Zip Code: Elgin, Oklahoma, 73538	County/District Number: Comanche I016
Superintendent Name (Print): Nate Meraz	Superintendent's Signature (Certifies District Plan): 		
Telephone: 580-492-3641			
Fax Number: 580-492-4084			
Email Address: nmeraz@elginps.net			

ALTERNATE AUTHORIZED LEA CONTACT

Name: Sandy DeFilippo	Position: Federal Programs Director
Telephone: 580-492-3664	Fax Number: 580-492-4084
Email: sdefilippo@elginps.net	

Consultation and Identification of Achievement Gaps

{Section 1001, Section 1112(a)(1)(A)}

The purpose of Title I is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. {Section 1001}

The Every Student Succeeds Act (ESSA) requires that LEAs receiving Title I funds have on file with the State Education Agency (SEA) a plan that is developed with timely and meaningful consultation of teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators, other appropriate school personnel, and with parents.

{Section 1112(a)(1)(A)}

Date of Consultation: 9/16/21

Consultation Team

STAKEHOLDER NAME	TITLE/POSITION
Sandy DeFilippo	Federal Program Director
Todd Osborn	Principal
Carrie Pipkin	Counselor
Sally Tilley	Counselor
Liz Lasley	Counselor
Melissa Hays	Title 1 Director
Sheila Jones	Title 1 Teacher
Andra Greene	Title 1 Teacher
Diane Ryswyk	Title 1 Teacher
Wendy Smith	Parent/Community Member

Consultation and Identification of Achievement Gaps (Cont.)

C.1 Describe the LEA's consultation process and procedures for identifying improvement needs, planning for improvement, implementing programs, monitoring, and evaluating an LEA-wide educational plan to help all children improve to meet the challenging State academic standards.

School Leadership, including administrators, teachers, families and community stakeholders, regularly monitors and adjusts implementation of the Title I Targeted Assistance Plan, Title I Targeted Assistance Comprehensive Needs Assessment and the District Plan. The team adds new data each year to the CNA. Data is analyzed to determine improvements needs, programs to implement, and identifies achievement gaps based on needs assessment.

- C.2 Describe at least two equity or performance gaps, such as those potentially affecting minority or economically disadvantaged students, that the LEA intends to focus on.
1. Meet the needs of English Language Learners.
 2. Lack of instruction time due to absenteeism and less interruptions during direct instruction time for at risk students.
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Consultation and Identification of Achievement Gaps (Cont.)

Addressing Equity and/or Performance Gap no. 1

Activities and/or strategies the LEA will implement to address identified gap	Position/Role Responsible	Timeline
Imagine Learning is a computer program available for all ELL students Pre K-12. ELL students will work on Imagine Learning daily for 20 minutes. Students also have the opportunity to work on Imagine Learning at home.	Teacher/Title I teacher/ELL Director	August 2021 through May 2022
Method for monitoring the implementation of activities or strategies	Position/Role Responsible	Timeline
Observation of students working on Imagine Learning. Teacher observation, checking on the administrator page of Imagine Learning. Observing minutes used daily, activities completed and assessment data.	Teacher/Title I teacher/ELL Director	August 2021 through May 2022
Method for measuring the effectiveness of the activities or strategies	Position/Role Responsible	Timeline
Imagine Learning has testing windows in August, December, and May. Data is reported for each student on the administrator page. Each activity completed is also reported with date. Also check growth of students on the WIDA Assessments, growth of EL students on the OSTP Assessments, and STAR Reading Assessments	Teacher/Title I teacher/ELL Director	August 2021 through May 2022

Consultation and Identification of Achievement Gaps (Cont.)

Addressing Equity and/or Performance Gap no. 2

Activities and/or strategies the LEA will implement to address identified gap	Position/Role Responsible	Timeline
Scheduling of special services should eliminate pulling during direct instruction time in reading and math. Monitor absenteeism closely.	Principal, Title I teacher, Title I director, classroom teacher	August 2021-May 2022
Method for monitoring the implementation of activities or strategies		Timeline
Scheduling a 90 minute reading block with no interruptions. Review all schedules Limitation of intercom interruptions Observations	Principal, Title I teacher, all Special Services, classroom teacher	August 2021-May 2022
Method for measuring the effectiveness of the activities or strategies		Timeline
Student academic achievement data will be reviewed yearly	Principal, Title I teacher, classroom teacher, counselor, Title I team members	August 2021-August 2022

Assurances

{Section 1112(c)(1-10)}

By checking this box the Superintendent certifies that:

2. The LEA ensures that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
3. The LEA provides services to eligible children attending private elementary schools and secondary schools in accordance with private school officials regarding such services;
4. The LEA, if selected, participates in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
5. The LEA coordinates and integrates services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
6. The LEA collaborates with the State or local child welfare agency to (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall- (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if -
(i) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation; (ii) the local educational agency agrees to pay for the cost of such transportation; or (iii) the local educational agency and the local child welfare agency agree to share the cost of such transportation;
7. The LEA ensures that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
8. The LEA that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensures that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))

COMPREHENSIVE DISTRICT EDUCATIONAL PLAN PROVISIONS

{Section 1112(b)(1-13)}

Section I. Monitoring Student Progress

I.1 How does the LEA *monitor* students' progress in meeting state academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students?

District curriculum alignment and mapping provides consistency in instruction for students. Classroom assessments are based on Oklahoma Academic Standards. Elementary and middle school levels use the same benchmark testing to ensure consistency when evaluating student progress across grade levels.

I.2 How does the LEA *identify* students who may be at risk for academic failure to meet the challenging State academic standards?

Individual student success is measured by end of the year state mandated assessments and by LEA provided benchmark testing. District personnel review and analyze our students grades, end of year testing, and classroom performance. Students at educational risk are monitored through classroom Intervention techniques that allow individual compensation for areas of concern. If further needs are identified, students are tested for educational discrepancies that might best be addressed through a 504 or Individualized Education Plan.

I.3 How does the LEA *provide* for additional educational assistance to individual students that the local educational agency or school determines need help in meeting the challenging State academic standards?

Elgin Public School is a targeted assistance school. Title IA identifies students through a rank order process. Students that are identified as needing help will receive services in math and language arts. Classes will be in addition to their regular class instruction. Students on a SPED/IEP are provided instruction at their level of competency through inclusive or pull-out instruction.

I.4 How does the LEA *identify* and *implement* instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning?

Academic programs and school conditions for student learning will be strengthened and improved through district wide curriculum alignment/mapping and school climate and curriculum improvement committees.

Section I – Monitoring Student Progress

GOAL(S)	Develop and implement a well-rounded program of instruction to meet the academic needs of all students.		
Structure(s)	The Consultation Team (administrators, counselors, teachers, parents, and community members)		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
Beside the state mandated curriculum, purchase computer programs to supplement the mandated curriculum	Title I, District	a. August-May	Title I planning team (administrators, teachers, parent, and community members)
		b. Reviewing test data, reviewing student progress on the computer programs.	
The district evaluates the effectiveness of the reading interventions and makes appropriate adjustments.	District, Title I	a. August-May	Title I planning team, classroom teachers,
		b. Reviewing scores.	
		a.	
		b.	
		a.	
		b.	
		a.	
		b.	
Supplemental Supports: What supplemental actions steps will be implemented for these subgroups?			
Economically Disadvantaged	Foster and Homeless		
Elgin Public Schools are a Targeted Title I Program, a rank order is in place to help identify students in need of additional support. Services will be provided if needed.	Elgin is a Targeted Title I Program, a rank order is in place to help identify students in need of additional support. Services will be provided if needed.		
English Learners and Immigrant	Migrant		
All English Learners are placed in Title I classes for additional support. Programs are purchased to help monitor student progress.	At this time Elgin does not have any migrant students, but if a student enrolls the district will meet the needs of those students.		
Neglected and Delinquent	Minority (see definition on p.13)		
Elgin is a Targeted Title I Program, a rank order is in place to help identify students in need of additional support. Services will be provided if needed.	Elgin Public Schools are a Targeted Title I Program, a rank order is in place to help identify students in need of additional support. Services will be provided if needed.		

Section I – Monitoring Student Progress

Early Childhood	Students with Disabilities
Early childhood students will be monitored by classroom teachers. If additional support is needed the teacher will contact special services.	Students with disabilities on an IEP will receive extra support through the appropriate services.



Section II. Equitable Distribution of Teachers

Definition: An *experienced teacher* is considered a teacher in a public school who has been teaching more than a total of three complete school years.

Definition: An *inexperienced (beginning) teacher* - The term "beginning teacher" means a teacher in a public school who has been teaching less than a total of the three complete school years.

Definition: *Minority Students* are defined as students who are American Indian/Alaskan Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races.

II.1 Complete the chart below using the information from LEA personnel records, the Accreditation application, and the most recent October low-income student count report.

Site Name	Grade Span	CSI & ATSI	Percentage of Low- Income students Aged 5-17	Percentage of Minority Students Aged 5-17	Number of Experienced Teachers	Number of Inexperienced Teachers
NA Exempt						

II.2 How does the LEA implement specific strategies to identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers?

Elgin Public Schools are located on one campus. Elgin is exempt from Equitable Distribution of Teachers.



Section II – Equitable Distribution of Teachers

GOAL(S)	Elgin Public Schools is located on one campus. Our school has one elementary, one middle school, and one high school. Elgin is exempt from the equitable distribution of teachers.		
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
		a.	
		b.	
		a.	
		b.	
		a.	
		b.	
		a.	
		b.	
Supplemental Supports: What supplemental actions steps will be implemented for these subgroups?			
Economically Disadvantaged	Foster and Homeless		
English Learners and Immigrant	Migrant		
Neglected and Delinquent	Minority (see definition on p.13)		
Early Childhood	Students with Disabilities		

Section II – Equitable Distribution of Teachers

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Section III. Poverty Criteria and Specialized Student Populations

III.1 Describe the poverty criteria that will be used to select school attendance areas to be served with programs supported with federal funds. The percentage of children from low-income families in such areas must be at least as high as the percentage of low-income families served by the LEA as a whole. (i.e., Title I, Part A)

Elgin is a Targeted Title I School. Students are placed on a rank order and students with greatest need will receive Title I classes in addition to the regular classes.

III.2 How does the LEA determine a reservation for services and programmatic planning, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs?


Elgin Schools works closely with the staff and director of the local youth shelter to discuss educational, social-emotional, and possible supply needs for students. Allocated funds are used to help meet those needs.

III.3 How does the LEA determine a reservation for services and programmatic planning for homeless children and youths to support the enrollment, attendance, and success of homeless children and youths? If applicable, in coordination with the services provided under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301)?

Elgin reserves a portion of its Title I budget for any services or materials needed for homeless students. Elgin schools will ensure that homeless students are identified and provided Title I A services as other children who are selected to receive Title I A services. If our district receives a homeless student, the child's teacher, counselor, and principal will meet to analyze the needs of the student. If the child needs any materials for services, Title I A homeless set-aside funds will be used. Clothing and school supplies may be purchased, if needed, as well as extra tutoring services provided if those needs are determined.

III.4 How does the LEA identify eligible students and determine a reservation for services and programmatic planning, where appropriate, for English Learners and Immigrant students?

Elgin Public Schools includes the OSDE Home Language Survey in the enrollment packet for any new students. If a language other than English is listed on the HLS, the WIDA Screener is administered. Based on the results of the WIDA Screener, students who are identified as EL will receive support as indicated on their English Language Academic Plan. Our school district uses the English Language Development Program as well as the Content Classes with Integrated ESL Support Program. Program selection is based on individual student. Our district LEA offers various supports for EL students at all levels including Imagine Learning, a program which assesses students, determines strengths and weaknesses, then creates level-specific computer based lessons and activities to help EL students progress in the following areas: comprehension, phonics, vocabulary, fluency, and phonemic awareness.



III.5 How does the LEA identify eligible students and determine a reservation for services and programmatic planning, where appropriate, for Migrant students?

EPS does not have any migrant students identified but if this changes, these students will be placed on a rank order to determine if Title I services are needed.

III.6 How does the LEA identify eligible students most in need of services in a targeted assistance school program in consultation with parents, administrators, paraprofessionals, and specialized instructional support?

Elgin is a Targeted Title I Assistance School. Teachers fill out a Student Selection Form at the end of the school year. There are 10 indicators listed on the form. They are final six weeks reading grade, final six weeks math grade, teacher recommendation for Title I reading and math, ELL, STAR reading and math scores, state achievement test scores for below or basic, and math below or basic. Each category receives a certain amount of points depending on the scores. After the Student Selection Form is completed by the classroom teacher, the Title I team reviews the forms. Points are tallied and a rank order number is given for every student in the class. Students are then placed on a rank order. The students at the top of the rank order are at the greatest need of help. At the beginning of the school year, the students on the rank order that show a need of help are then placed on a rank order in their particular class. These selected students receive a parent-teacher compact and an information letter about Title I. The parents are also informed with the data used to determine their child's rank order number. These selected students are placed in a Title I program in addition to their regular classroom instruction. Elgin Public Schools provides Title I classes in the elementary and middle schools. Title I students will not be serviced during their reading and math block.

Section III – Poverty Criteria and Specialized Student Populations

GOAL(S)	Students will meet English Language Proficiency Targets		
Structure(s)	Title I planning team,, federal programs specialist for ELL		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal:			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
Imagine Learning/ Computer Program	Title I	a. August-May	Teachers, Title I teachers, Title I team members
		b. Observation , lesson plans, WIDA test, OSTP	
Essential Skills Computer Program	District	a. August-July	Teachers, Title I teacher, Title I team members
		b. Observation, teacher reports provided on the teacher program,	
All ELL students will be placed in a Title I class which is in addition to their regular class.	Title I	a. August-May	Teachers, Title I teachers, Title I team members
		b. STAR Reading and Math scores, Imagine Learning scores, classroom reading and math grades, OSTP	
		a.	
		b.	
		a.	
		b.	
Supplemental Supports: What supplemental actions steps will be implemented for these subgroups?			
Economically Disadvantaged	Foster and Homeless		
ELL specialist works with the classroom teacher, Title I teacher, parents, and special team teachers to ensure students receive the appropriate services.	The ELL specialist works with the classroom teacher, Title I teacher, parents, and special team members to ensure students receive the appropriate services.		
English Learners and Immigrant	Migrant		
The ELL specialist works with the classroom teacher, Title I teacher, parents, and special team members to ensure students receive the appropriate services.	The ELL specialist works with the classroom teacher, Title I teacher, parents, and special team members to ensure students receive the appropriate services. Elgin does not have any Migrant students identified.		

Section III – Poverty Criteria and Specialized Student Populations

Neglected and Delinquent		Minority (see definition on p.13)
The ELL specialist works with the classroom teacher, Title I teacher, parents, and special team members to ensure students receive the appropriate services.		All students will receive appropriate services.
Early Childhood		Students with Disabilities
The ELL specialist works with all Early Childhood teachers, and students to ensure students receive the appropriate services.		All students are eligible for the services provided . The ELL specialist works with the Special Education Department and all teachers and students to ensure students receive the appropriate services.

Section IV. Parent and Family Engagement

How does the LEA develop and implement strategies for an effective parent and family engagement policy in the following areas?

IV.1 LEA consultation process and consultation/advisory committee:

The Title I planning team including administrators, counselors, teachers, parents, and community members are implemented to provide an effective parent and family engagement policy. The planning teams review the Parent and Family Engagement Policies annually and make changes to the policies as needed. Stakeholder data is collected from the district survey responses and changes are made as needed. Elgin informs parents of all school activities and calendar events through the website. Parent/Teacher conferences are held twice yearly. Parent/teacher communication via phone calls, text messages, emails and conferences is available. Student handbooks are distributed. Weekly newsletters and folders are used for the elementary school. All policies are posted on the website.

IV.2 LEA process to create an LEA Parent and Family Engagement Policy addressing such areas as: joint planning; parent advisory boards; parent involvement activities, coordination of federal, state and local funds for parent involvement activities; dissemination of information; language diversity; improvement of curriculum and/or student academic achievement; professional development; evidence-based strategies for support, and other needs.

The EPS Parent and Family Engagement Policy is reviewed and revised annually. The Title I Planning team makes changes as needed. The plans are listed on the EPS website for each family to review.

IV.3 How does the LEA determine the parent and family engagement reservation for parent and family activities?

1% set-aside is required for Title I Part A, Parent and Family Engagement. The set-aside is used for parent and family engagement activities.

Section IV – Parent and Family Engagement

GOAL(S)	Provide parents engagement activities, and increase parent involvement		
Structure(s)	Federal program, Title I		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal:			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
Order booklets to help parents provide guidance to their child while reading at home. Booklets will be located in each building for parents to collect.	Title I	a. August–May	Title I teachers
		b. Parent participation	
Provide Helpful Hints for parents to use at home: listed on the school website under Parent involvement: Helping Student Learn for each site, elementary, middle school, and high school	Title I	a. August–May	Title I teachers
		b. Parent Participation	
Provide activities and games for parents to check out.	Title I	a. August–May	Title I teachers
		b. Parent Participation	
		a.	
		b.	
		a.	
		b.	
Supplemental Supports: What supplemental actions steps will be implemented for these subgroups?			
Economically Disadvantaged	Foster and Homeless		
The Title I teachers work with all Title I parents, families, students, and teachers to ensure parents and family engagement services are available.	The Title I teachers work with all Title I parents, families, students, and teachers to ensure parents and family engagement services are available.		
English Learners and Immigrant	Migrant		
The Title I teachers work with all Title I parents, families, students, and teachers to ensure parents and family engagement services are available.	The Title I teachers work with all Title I parents, families, students, and teachers to ensure parents and family engagement services are available.		
Neglected and Delinquent	Minority (see definition on p.13)		

Section IV – Parent and Family Engagement

The Title I teachers work with all Title I parents, families, students, and teachers to ensure parents and family engagement services are available.	The Title I teachers work with all Title I parents, families, students, and teachers to ensure parents and family engagement services are available.	
Early Childhood	Students with Disabilities	
The Title I teachers work with all Title I parents, families, students, and teachers to ensure parents and family engagement services are available.	The Title I teachers work with all Title I parents, families, students, and teachers to ensure parents and family engagement services are available.	



Section V. Effective Transitions for Students

V.1 How will the LEA implement evidence-based strategies to facilitate effective transitions for students from middle grades to high school? Describe the transition strategies.

In the spring semester of the 8th grade year, high school counselors meet with current 8th graders to discuss high school, enrollment, course and elective options, and graduation requirements, then send this information with students to review with families. Another day is spent reviewing and entering enrollment choices. Students and parents are also invited and encouraged to attend a freshman orientation for upcoming high school students.

V.2 How will the LEA implement evidence-based strategies to facilitate effective transitions for students from high school to post-secondary education? Describe the transition strategies.

The implementation of ICAP activities has allowed us to provide career counseling to assist students with identifying their interest and skills. Counselors also provide the most comprehensive and consistent coordination with college and career awareness preparation for our students. We ensure that our students are placed in the correct classes to prepare them for college or vocational studies. We offer some high school courses that students can take while in the 8th grade. Students also have the opportunity to be dual enrolled in both high school and college courses. Students also have the opportunity to attend career tech courses while in high school. The counselor uses okcollegestart.org to implement aptitude assessments along with academic and college admission exams. Counselors also collaborate with Oklahoma Regents for Higher Education through webinars, in-person meetings, and luncheons to ensure that we are knowledgeable in all the programs available for our students.

Section V – Effective Transitions for Students

GOAL(S)	Positive and effective transitions for students			
Structure(s)	Building level counselors, teachers			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Rôle	
		b. Method for Monitoring	Responsible	
Site level counselors	District	a. August through May b. Graduation and drop out rates, assessment data	Site level counselors	
Grade level orientation meetings	District	a. August b. Student and parent feedback	Principals, counselors, teachers	
Individual Career Academic Plan (ICAP)	District	a. August-May b. okcollegestart.org	Counselors, teachers	
Mental Health Counseling Support	District	a. September-May b. State Assessments, graduation and drop-out rates.	District Admin, Counselors, Principals	
		a.		
		b.		
Supplemental Supports: What supplemental actions steps will be implemented for these subgroups?				
Economically Disadvantaged	Foster and Homeless			
All students will receive services provided. The District Administration works with all team members to ensure students receive the services needed to be successful.	All students will receive services provided. The District Administration works with all team members to ensure students receive the services needed to be successful.			
English Learners and Immigrant	Migrant			
All students will receive services provided. The District Administration works with all team members to ensure students receive the services needed to be successful.	All students will receive services provided. The District Administration works with all team members to ensure students receive the services needed to be successful.			
Neglected and Delinquent	Minority (see definition on p.13)			

Section V – Effective Transitions for Students

All students will receive services provided. The District Administration works with all team members to ensure students receive the services needed to be successful.	All students will receive services provided. The District Administration works with all team members to ensure students receive the services needed to be successful.
Early Childhood	Students with Disabilities
All students will receive services provided. The District Administration works with all team members to ensure students receive the services needed to be successful.	All students will receive services provided. The District Administration works with all team members to ensure students receive the services needed to be successful.



Section VI. Reducing Overuse of Disciplinary Practices

VI.1 How does the LEA support efforts to reduce the overuse of disciplinary practices that remove students from the classroom?

The LEA will provide training for certified and support staff to implement practices of programs which promote positive and acceptable behaviors which will allow students to remain in the regular educational environments. Great Expectations programming is used as well as other professional development through guest speakers.

VI.2 How does the LEA identify, monitor, and support schools with high rates of disciplinary actions?

Disciplinary actions are recorded and data is studied throughout the school year. Elgin provides training for teachers and staff to help teachers find alternative ways to discipline students.

COAL(S)	To develop a positive atmosphere, and lower disciplinary actions that remove students from classrooms.		
Structure(s)	Administrators, counselors, teachers, coaches		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
School counselors interact with students, work proactively to meet social and emotional needs to help prevent numerous discipline incidents.	School Counselor Corps Grant	a. August 2021 b. Add additional counselor in middle school to help meet social and emotional needs.	Superintendent Counselor
Great Expectations	Title I, General Fund	a. August-May b. Disciplinary reports,	District Admin, counselors, teachers
Professional development: Tools to address behaviors related to sensory challenges Strategies for working with challenging behaviors	District	a. August 2021 b. Disciplinary reports	District Admin, principals, counselors, teachers
		a. b.	
		a. b.	

Section VI. Reducing Overuse of Disciplinary Practices

Supplemental Supports: What supplemental actions steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..	All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..
English Learners and Immigrant	Migrant
All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..	All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services.. Elgin Public School does not have any Migrant Students identified.
Neglected and Delinquent	Minority (see definition on p.13)
All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..	All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..
Early Childhood	Students with Disabilities
All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..	All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..

Section VII. Coordination and Integration of Programs for Specialized Student Populations

VII.1 How does the LEA coordinate and integrate academic, career, and technical education content with instructional strategies that incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State?

Icap is used all year long with 3 activities, plus research assignments. Career Tech visits once a year. Interviews are held, and Career Tech comes to Elgin and does guest visits. Career fairs are implemented, also virtual visits. Students will be assigned a research project on careers. Students will have the opportunity to watch videos, choose a career, and then write a research paper based upon that career.

VII.2 How does the LEA coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit?


Elgin works with the vo-tech for exploring careers. Our district also works with the colleges to explore careers. Elgin provides virtual career exploration.

VII.3 How does the LEA coordinate and integrate funding to assist schools in identifying and serving gifted and talented students?

Gifted and talented funding is used to provide salary and benefits for teachers of gifted and talented students. The district provides nationally standardized tests of intellectual ability to identify any Category 1 students. Category 2 students are identified through multi-criteria as indicated on the district gifted matrix. Gifted and talented programming is provided through many options such as enrichment activities and differentiated instruction in the classroom, elective options encouraging creativity, inquiry, and higher level thinking skills, as well as PreAP and AP classes.

VII.4 How does the district coordinate, integrate, and develop effective school library programs to provide students an opportunity to develop digital literacy skills to improve academic achievement?

Library classes are guided by a library media specialist who teaches information literacy standards and partners with computer classes to help develop digital literacy based on lessons taught in library classes. Elgin's four library media centers are equipped with Chromebooks and staffed with media specialists and assistants to provide support as students work and develop digital literacy skills.



Section VII – Coordination and Integration of Programs for Specialized Student Populations

GOAL(S)	Ensure all students are college and career ready but increasing access to courses and resources.		
Structure(s)	District Educational Team,		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
Career Tech visits	District	a. August-May b. Counselors	counselors
College Visit	District	a. August-May b. Counselors	Counselors
		a.	
		b.	
		a.	
		b.	
		a.	
		b.	
Supplemental Supports: What supplemental actions steps will be implemented for these subgroups?			
Economically Disadvantaged	Foster and Homeless		
All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..	All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..		
English Learners and Immigrant	Migrant		
All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..	All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..		
Neglected and Delinquent	Minority (see definition on p.13)		

Section VII – Coordination and Integration of Programs for Specialized Student Populations

<p>All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..</p>	<p>All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..</p>	
<p>Early Childhood</p>	<p>Students with Disabilities</p>	
<p>All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..</p>	<p>All students are eligible for the services provided as a result of the action steps The District Administration works with all principles, counselors, teachers and students to ensure students receive the appropriate services..</p>	