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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - F0 - 0105 ADAMS ES - Priority

Project Period: 7/1/2017 - 6/30/2018

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Schoolwide Plan

**Plan
submission
due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Legislation:

ESSA, Section 1114

Regulations:

Designing Schoolwide Programs, Non-regulatory Guidance, March 2006
LEA and School Improvement, Non-regulatory Guidance, June 2006

OSDE

**Program
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Needs Assessment Step 1: Identify Planning Team (*Must include at least one parent and one teacher.)

ESSA Section 1114(b)(6) requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

Name of Site Principal

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Paraprofessionals

Needs Assessment Steps 2-6

Step 2: Clarify Vision for Reform

Prior to collecting and analyzing data, the planning team in conjunction with the school staff should meet and discuss the vision for reform. The collective vision should define student success. The goals and programs identified in the Schoolwide/School Improvement Plan should align with this vision. Funds should be used based on assessment of needs and aligned with measurable goals.

Oklahoma Nine Essential Elements, #7, #9

Describe school's vision for reform. (1996 of 2000 maximum characters used)

Teacher evaluation data collected indicated a lack of student engagement, real-world relevancy and multiple perspectives for teaching and learning. Bender (2012) argues that project-based learning (PBL) is "one of the most effective ways available to engage students with their learning content" (p. 7). PBL aligns the need to increase the practice of engaging students with academic content using authentic and real world learning projects while collaboratively problem solving. Our population consists of 78% Hispanic, 12% Caucasian, 4% African American, and 6% Native American with 71% of our students coming from families that have a language other than English spoken at home. 100% of our students receive free lunch. Our school provides the sole learning environment to cultivate students' 21st century readiness. Adams established the The Learner First team consisting of our school principals and one teacher from each grade level and specialty area including SpEd, ELL, counselor, and specials classes. Additionally, five students, two PTA parents, one parent educator, district professional development director, and district educational technology trainer are on our team. Our community partners, including Wal-Mart, a local credit union, a local church, Oklahoma Bar Association, Young Lawyers Association, and AT&T Pioneers have contributed to the implementation of our school vision along with two state health department social workers who attend our bi-weekly TLF team meetings. In order to develop the shared value of authentic collaboration and project-based learning, a systematic data collection process was put in place. A questionnaire was sent home to parents with a response rate of 82%. 100% of our students also responded to quarterly online surveys and 85% of our teachers responded to an online survey. Using the technique of focus groups, each change team member used the survey data to identify problems, devise strategies, and develop action plans for improvement.

Step 3: Create School Profile

The school profile is a data-driven description of the school's current status. At a minimum, schools should assess the current status in the focus areas which significantly affect student achievement: student needs, curriculum and instruction, professional development, family and community involvement, and school environment and organization.

Oklahoma Nine Essential Elements, #7, #9

Describe the process for creating and using a school profile. (764 of 2000 maximum characters used)

Adams used The Learner First process throughout to create our school profile in a document titled, "School Action Plan." This document lists specific tasks, action steps, timelines, outcome and reflection in the following areas: Understanding the Real Problem, Parents as Real Partners, Leading for Accelerated and Sustainable Change, Teaching to Zero Failure, and Culture of Belonging and High Expectations for All. Included in the school action plan is an action step for the implementation of I.A.P's (individual action plans). These IAP's are used to target focal students and assess and plan for meeting individual academic, social, and emotional needs. Teachers will use IAP's for each student in their classroom as part of our whole school reform plan.

Step 4: Identify Data Sources

The planning team is responsible for gathering and organizing data related to the focus areas in the school profile. Quantitative and qualitative academic data (benchmarks, common formative assessments, progress monitoring), and non-academic data (student surveys, attendance, suspensions, graduation rates, etc.) should be used.

Oklahoma Nine Essential Elements, #2, #4

Describe school's available data sources. (603 of 2000 maximum characters used)

Adams uses AMMA- Authentic Mixed Measurement Assessment and Student Relevance Surveys in reading and math through a partnership with The Learner First. We also use LEXIA data for reading and math to provide benchmark data. Adams will add running records as a means of collecting diagnostic data for

reading from every student. This data will be used to determine flexible groups in literacy using the Guided Reading Model for reading instruction. OKCPS uses Mastery Connect for each site; Adams will use Mastery Connect as another tool to collect, organize and analyze data for driving instruction.

Step 5: Analyze Data

As the planning team analyzes the data, the gaps between the current status of the school and the established vision for reform should become more apparent. The strengths, weaknesses and need should become the basis for goals and strategies that should be developed in the written Schoolwide/School Improvement Plan. Results of the data analysis should be summarized and presented to all stakeholders.

Oklahoma Nine Essential Elements, #2, #9

Describe the process for collecting, analyzing and summarizing data. (1191 of 2000 maximum characters used)

We gathered and analyzed student data and found these common trends of critical needs based on OCCT, F & P and AMMA data: Strategies to teach the following Reading Skills-Fluency, comprehension and words in context (vocabulary), strategies to teach the following Math Skills- Geometric Properties and Relationships, Algebraic Methods and Problem Solving. Based on these critical needs, professional development in effective teaching strategies to use with our ELL and high poverty population are needed along with how the brain processes spatial relationships. Additionally, our teachers need PD in strategies to teach the writing process. Writing is a record of a student's thought process. Students must produce in order to demonstrate understanding. Project Based Learning requires students to experience their learning, produce and demonstrate understanding, and learn and use 21st century skills while building relevancy. We believe our critical needs would be met with PD in project based learning. Plans for needed PD using data trends have been shared with our district leaders, ALT teams, community partners, all staff members, and will be shared with parents and students.

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

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

(0 of 5000 maximum characters used)

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

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

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

Guiding Questions

Evidence-based Strategies

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

Curriculum Alignment

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

Extended Learning Time

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

Assessment

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

Technology

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

School Improvement - required for sites in designation

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

Describe the reform strategies (4149 of 5000 maximum characters used)

Data is collected and analyzed first and foremost by state assessment data as this data is used for our designation. Additionally, we use district developed quarterly benchmarks, F & P and District Benchmark Reading/Math Assessment Data, Common Assessments in both reading and math. Our Academic Leadership Team and grade level teams run reports and organize student data into notebooks. Teachers keep data notebooks that contain student data for their class. Student data is presented to teachers to evaluate during PLC's, staff meetings and specific data meetings where the administration guides the teachers through analyzing data and allowing the data to inform planning and instruction. Teachers use student data to determine strengths and weaknesses and set goals for reading and math instruction based on best practices. We also have a "live" data room for our PLC meetings that showcase each student in the building on a bookmark with the student's picture and their reading and math data for BOY, MOY, and EOY. After each benchmark, student data is analyzed and then the student bookmark is physically moved from each level of achievement to actively demonstrate and showcase student growth. This room is for staff use only and used to see the "big picture," observe and discuss student growth across grade levels, and celebrate success. Students keep personal data notebooks with benchmark data, common assessments for reading and math, and attendance data accompanied by student goals and action plans. Additionally, student and parent data is collected through surveys created by our Leadership Team and The Learner First. Working with The Learner First at Adams twice monthly, student relevance data are collected, analyzed and reported quarterly. The online student relevance surveys for reading and math are used to create an I.A.P (Individual Action Plans) which is a written plan based on student interests, strengths, weaknesses and parent input. Teachers meet with students and parents, conduct interviews, create plans to implement interests within lessons and then meet again to record and review outcome. "Focal" students are selected based on The Learner First district goals which at Adams resulted in 4-6 students for each classroom. Instructional materials are purchased that align with state standards. Materials and curriculum include but are not limited to MyOn Reader, EveryDay Math, Payne Institute Instruction, FOSS Science, Social Studies Weekly, LLI Kits and Guided Reading Leveled Libraries. Additionally, Adams will budget for Certified Staff stipends, Coaching Days (PBIS, TLE, Reading/Writing/Math/Science/Social Studies Workshops, Daily 5 Reading and 21st Century Project Based Learning-PBL), and Professional Development registration. The instructional strategies used are research based including best practices according to PBIS, Marzano's Instructional Model, PBL, and district instructional framework. Due to being a recipient school of the OETT grant, we will align practices to the researched based I.D.E.A.L.S (inquiry, discourse, equity, authenticity, leadership, and service) of the K20 Center as we move forward in our 21st century teaching and learning model for instruction. We are purchasing Chrome Books and Ipad Mini's to supplement the devices that were granted by the OETT grant. This will allow each grade level to have one Chrome Book cart in every grade 1st-6th grade and one cart of Ipad minis in PREK and KINDER classes. auxiliary cords, headphones and powerstrips are required to allow these devices to fully function with students. Along with these devices, We are working on increasing accessibility for our students at Adams and increasing the skills of teachers using ISTE standards for 21st century teaching and learning. Funds will be used to purchase these devices and pay for PD in Project based learning, collaboration, and technology integration. In addition to being an OETT grant recipient school, title funds, including GMS will be used to supplement and enhance the instruction. Headphones will be purchased to use with the devices using GMS funds.

Monitoring/Compliance Documentation

- Evidence that reform strategies are being implemented and effective including curriculum mapping documents, extended day/year data, and core curriculum assessment data.

Qualified Teachers - ESSA, Section 1111(2)(J)

LEAs will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Also, LEAs will ensure that high poverty or low performing schools are not staffed with disproportionately high numbers of teachers who are ineffective, inexperienced or out-of-field.

A qualified teacher must hold a minimum of bachelor's degree; obtain full Oklahoma certification or an Oklahoma teaching license; and demonstrate subject matter competency in each of the academic subjects in which the teacher delivers instruction. Qualified paraprofessionals must have completed at least 2 years (48 credit hours) at an institution of higher education; obtained an associate or high degree; or completed the Oklahoma General Education Test (OGET) or the ParaPro or Work Keys Test and achieved a passing score.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Do all teachers and paraprofessionals at the school meet the qualification requirements in the State of Oklahoma?
- If not, what action plan has been developed to assist the teachers/paraprofessionals in reaching qualified status?
- Does the school offer incentives for advanced degrees and/or National Board certification?
- Have all parents been notified of their right to request information regarding the qualifications of the qualified teachers and paraprofessionals?
- Has a template been created for notifications to parents when students are taught by a non-qualified teacher for more than four (4) weeks?
- Have data charts been created to display qualified data including degrees earned and years of experience?

Describe the process for ensuring instruction is delivered by Qualified Teachers. (410 of 5000 maximum characters used)

All teachers and paraprofessionals at Adams are highly qualified. According to our district/state accreditation process, all staff are highly qualified. Parents are notified using a district template if teachers are not highly qualified. Our building is made up of 42 full time certified teachers in which 11 are 0-3 years of experience. We are a well balanced school of beginning to experienced teachers.

Monitoring/Compliance Documentation

- "Parents Right to Know" notification letter
- Sample parent notification regarding Highly Qualified status
- Data collection tools for HQT information

Professional Development - ESSA, Section 1114(b)(7)(A)(iv)

High quality professional development (PD) focuses on improving student achievement by elevating teacher, principal and other school personnel quality through evidence-based strategies. This professional development should be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals and parents. PD activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused activities designed to improve instruction and use of data from academic assessment.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Has a yearly professional development plan been developed? Were the teachers involved in the decision making?
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- What procedures are in place to follow-up on each professional development activity?
- How is implementation of strategies learned in professional development monitored?
- How are teachers supported and encouraged when implementing strategies learned in professional development?
- Do teachers have individual professional development plans? Do administrators?
- How are the individual plans developed? Does data drive the professional development decisions?
- Are stipends and/or substitutes provided for teachers attending professional development?
- Are teachers encouraged to facilitate professional development?
- How has professional development affected instruction? Does the data support this?
- What sustaining efforts are in place to support new staff with previously learned professional growth?
- What focused area(s) of need will be in addressed through professional development in the coming school year?
- How will staff be supported and encouraged when implementing strategies learned in professional development?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Professional Development, if applicable.
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- How is implementation of strategies learned in professional development monitored?
- How are stipends and/or substitutes provided for teachers attending professional development?
- How has professional development affected instruction? Does the data support this?
- What focused area(s) of need will be addressed through professional development in the coming school year?

Based on the comprehensive needs assessment, describe the focus of the school's professional development plan. (4358 of 5000 maximum characters used)

Based on the critical needs listed in our district needs assessment, professional development in effective teaching strategies to use with our high poverty, high ELL population are needed along with how the brain processes spatial relationships. Additionally, our teachers need PD in strategies to teach writing. Writing is a record of a student's thought process. Students must produce in order to demonstrate understanding. Project Based Learning requires students

to experience their learning, produce and demonstrate understanding, and learn and use 21st century skills while building relevancy. We believe our critical needs would be met with intense and frequent PD in PBL (project based learning) Being an OETT grant recipient school, the K20 center will be providing monthly professional development in the areas of shared vision, authenticity in teaching and learning and teacher collaboration. Based on The Learner First Leadership Team meetings which consist of one certified staff member per grade level and one per specialty area, a parent, 4 students, a Health Department partner, a district office representative from the PD department, and the administration team, we determined the needs of our school in the area of professional development that are listed above. Lastly, our school will plan for PD in Guided Reading. Guided Reading, running records, and diagnostic evaluation of gaps in reading will be a focus. Human Resources hired or provided a stipend to support the efforts: Remedial Specialist, Teaching Assistants, Lead Mentor, Lead ELA, Lead Math and Instructional Coach. Data is collected and analyzed first and foremost by state assessment data as this data is used for our designation. Additionally, we use district developed quarterly benchmarks, Star 360 Reading/Math Assessment Data, Common Assessments in both reading and math. Our Academic Leadership Team and grade level teams run reports and organize student data into notebooks. Teachers keep data notebooks that contain student data for their class. Student data is presented to teachers to evaluate during PLC's, staff meetings and specific data meetings where the administration guides the teachers through analyzing data and allowing the data to inform planning and instruction. Teachers use student data to determine strengths and weaknesses and set goals for reading and math instruction based on best practices. We also have a "live" data room for our PLC meetings that showcase each student in the building on a bookmark with the student's picture and their reading and math data for BOY, MOY, and EOY. After each benchmark, student data is analyzed and then the student bookmark is physically moved from each level of achievement to actively demonstrate and showcase student growth. This room is for staff use only and used to see the "big picture," observe and discuss student growth across grade levels, and celebrate success. Students keep personal data notebooks with benchmark data, common assessments for reading and math, and attendance data accompanied by student goals and action plans. Teachers meet with students and parents, conduct interviews, create plans to implement interests within lessons and then meet again to record and review outcome. Instructional materials are purchased that align with state standards. Materials and curriculum include but are not limited to MyOn Reader, Everyday Math, LEXIA, Benchmark Literacy, FOSS Science, Social Studies Weekly, LLI Kits and Guided Reading Leveled Libraries. Additionally, Adams will budget for Certified Staff stipends, Coaching Days (PBIS, TLE, Reading/Writing/Math/Science/Social Studies Workshops, Daily 5 Reading and 21st Century Project Based Learning- PBL), and Professional Development registration. The instructional strategies used are research based including best practices according to PBIS, Marzano's Instructional Model, PBL, and district instructional framework. Due to being a recipient school of the OETT grant, we will align practices to the researched based I.D.E.A.L.S (inquiry, discourse, equity, authenticity, leadership, and service) of the K20 Center as we move forward in our 21st century teaching and learning model for instruction. We are purchasing Chrome Books and Ipad Mini's to supplement the devices that were granted by the OETT grant.

Monitoring/Compliance Documentation

- agendas and attendance records of professional development
- documented monitoring and follow-up of professional development activities
- summaries of professional development
- site professional development plan
- individual professional development plans
- charts or graphs created to collect the professional development data

Teacher Recruitment/Retention - ESSA, Section 1114(b)(7)(A)(iv)

Employing qualified teachers in high poverty and low-performing schools is important for the sustainability of the schoolwide program. Therefore, the schoolwide/school improvement plan should describe the strategies it will use to recruit and retain effective teachers, particularly in high need subjects.

Oklahoma Nine Essential Elements, #8

Guiding Questions

Recruitment:

- Has a strategic recruitment plan been developed?
- What marketing strategies have been used to recruit teachers to the district?
- Have positions been posted on school and district Web sites?
- Has recruiting through local institutions of higher education been considered?
- Have local career fairs been promoted? Has the district participated as a vendor?
- Has the school partnered with a neighboring school district to recruit teachers?
- Have future teachers in the community been identified?
- How have teachers been encouraged to apply for positions within the district?

Retention:

- What is the process of new teacher orientation?
- How does an established mentoring program serve new teachers? Does it serve teachers for the first three (3) years?
- How does teacher collaboration support new and experienced teachers?
- How are teachers included in decision making, planning and resource allocation?
- How are teachers encouraged to obtain advanced degrees and/or additional certifications?
- How are teachers encouraged to become National Board Certified?
- What incentives are offered to teachers to work in high poverty, low-performing schools?

Describe the recruitment and retention plans. (886 of 5000 maximum characters used)

We made the decision this year to bring students to the OKCPS job fair in an effort to include student voice in the selection of teachers for our school. Our student leaders interviewed candidates, presented information about our school and worked to ensure that each visitor to our booth was welcomed and made aware of our school needs in regards to staffing. We also tour candidates through the school and classrooms when they interview and are very transparent with our school vision, critical needs and school management (PBIS) plan. New teacher orientation has been conducted at the district level with professional development and support for new teachers throughout the year SY 17-18, we will have an instructional coach who will mentor and coach new teachers and seasoned teachers. Our district also participates in the UTPA program. Adams has three UTPA teachers on staff.

Monitoring/Compliance Documentation

- written plan for recruiting and retaining teachers
- evidence of recruiting efforts (i.e., job postings, career fairs information, marketing strategies)
- evidence of retention efforts (i.e., teacher mentoring programs, incentives, teacher collaboration)



Parent and Family Engagement - ESSA, Section 1116(a)(2)

Parent and Family Engagement is essential in creating schoolwide plans. Stakeholders should be viewed as academic partners who participate in student/teacher/parent conferences and are invited to participate in other school committees. It is essential that schoolwide/school improvement plan contain strategies to include parents in decision making, invite parents to participate in meetings and committees, and involve parents as academic partners.

Oklahoma Nine Essential Elements, #5

Guiding Questions

- Has a site Parent Involvement Policy and Parent-School Compact been created? (This must be site specific and different from the district policy.)
- How are the policy and compact distributed to the parents? Updated annually?
- How are parent involvement opportunities evaluated?
- How are parents surveyed regarding parental involvement activities?
- How are parents notified of parent involvement activities?
- What specific training or resources are available for parents on how to help their child academically?
- Has an online gradebook been developed? How are parents assured access?
- Have parents been informed of state standards?
- How often do teachers communicate with parents through phone calls, emails and mailings? How is this communication documented?
- How often are Parent-Teacher conferences scheduled? Are they held at accessible times?
- Has an annual Title I parent informational meeting been scheduled? How will parents be informed?
- How will parents be encouraged to become active learning partners in their student's academic, social/emotional and behavioral development?

Describe the school's strategies for increasing parent and family engagement. (2785 of 5000 maximum characters used)

Parents are surveyed at every parent engagement event. The information collected and used to determine the needs of our campus and create action plans using The Learner First Rubric in regards to parental engagement, professional development, instructional practices and academic growth. Parents are informed quarterly about weaknesses and successes in a public forum format. During our Title I meetings parent input and decision making is documented and valued. Additionally, parents are represented on our Campus Improvement Plan Committee. The principal has an open door policy and invites informal and well as formal input by parents so that they may have a part in decision making. Often times it is through one on one conversations with parents or through our smaller parent involvement events (grade level events, parent classes, coffee with the principal.) that we receive the most input for decision making. We work to ensure we have different types and different times for meetings/events so that student, parent and community needs are met. Parents and the community are invited to participate in multiple and varied parental/community involvement events throughout the school year. Adams will also hold a Parental Involvement Week with each day offering parent classes, forums, and opportunities to serve. Additionally, parents, community, and the district support Adams in the school wide goal of increasing literacy by participating in a school wide reading incentive of reading one million words. PTA offers parents opportunities for input as well. Adams budgeted staff stipends for Parent Outreach events, 5 Smart Start sessions, and Parent Outreach materials such as copy paper, ink, toner, and snacks for parent nights. As determined by parent surveys and The Learner First Campus Action Plan, Adams implemented "Fun Family Friday lunches." Each Friday, two grade levels are invited to eat lunch with their students and then go back to the classroom to participate in a family friendly activity based on academic standards. We plan to keep this on-going event in our parent involvement plan. With the implementation of Infinite Campus as our parent, student, teacher portal, parents will have more access to grades, attendance, behavior and curriculum. Adams also started using Social Media (Twitter & FaceBook) as a mode of communicating great things at Adams and upcoming events for parents and

students. Smart Start books and materials for parent resource room will be funded with Title I funds. Stipends will be paid to teachers, staff, principal for during parent outreach activities. Adams has also added adult ELL classes for our families every Monday and Wednesday from 9am-11am with a partnership with the a community literacy organization.

Monitoring/Compliance Documentation

- copy of the "Notification to Parents of the Annual Parent Title I Informational Meeting"
- agenda and attendance list for the "Annual Parent Title I Informational Meeting"
- parent survey or other evaluation tool regarding parent involvement activities
- examples of site/parent communication
- copy of notification to parents regarding student achievement reports and test scores
- copy of notification of title I programs and opportunities

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 2MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

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Uploaded Files:

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

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

Oklahoma Nine Essential Elements, #4

Guiding Questions

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

Describe the student transition strategies. (1430 of 5000 maximum characters used)

Critical transitions at Adams are entering PreK, going from PreK K to Kindergarten and transitioning from 6th grade to Middle School. Middle school counselors come to Adams to inform students and parents about transition from elementary to middle school. Our feeder middle school holds two events in which students and parents can tour the middle school campus. Parent orientation night is held every school year the Friday prior to school starting to help parents and students meet their new teachers, see new classrooms, and receive information regarding the instructional plan and behavior plan for Adams. Adams participates in Fast Camp in June which is a camp for 4th graders going into 5th grade to build relationships with each other, their teachers, and the administration team. Vertical team meetings will take place quarterly to plan PBL units, discuss student data, and parent involvement. Agendas and sign in sheets will provide evidence of this practice. The process will consist of two days where each teacher will partner with another teacher outside of their grade level in order to attend a two hour vertical team meeting including specials, ELL, SPED, coaches, and reading specialist which will be used to plan and implement instructional strategies that will align to grade level standards to ensure what is taught is specific to the needs of the students and not repeated below or above the grade level.

Monitoring/Compliance Documentation

- copies of letters, flyers, and/or mailings notifying parents of transition activities
- attendance records of parent meetings regarding transitions
- evidence of vertical teaming among faculty (i.e. agendas, minutes, curriculum maps)

Teacher Inclusion in Data Decisions

Teachers need current and ongoing assessments such as observation, benchmarks, formative assessments and summative assessments that describe student achievement. In a schoolwide school, teachers should not only be involved in the assessment selection and creation process, but should be provided with professional development that increases their understanding of the assessment tools and how to use the results to improve instruction.

Oklahoma Nine Essential Elements, #2, #7

Guiding Questions

- Do teachers receive professional development on the multiple ways to disaggregate data?
- Do teachers receive professional development on how to change instruction to meet the needs of students identified by the data?
- Are these changes monitored and evaluated for improved student achievement?
- Have teachers been encouraged to hold regular data meetings analyzing student assessments and reviewing student work with other teachers?
- Are assessments regularly evaluated for effectiveness?
- Has a chart been created showing the types of assessments, the timeline of implementation and the intended purpose?
- Identify the formative and summative assessments that will be used to measure student growth towards proficiency of Oklahoma Academic standards.
- What steps will be taken to collect and analyze student data from formative/summative assessments?
- How will teachers apply student data to strengthen classroom instruction?

Describe school's process for including teachers in choosing assessments and collecting and analyzing data. (1387 of 5000 maximum characters used)

Adams participates in The Learner First process. Teachers from every grade level and department including ELL, SPED, SPECIALS, Reading Specialist, and Paraprofessionals meet twice monthly for two hours. In these meetings several topics are covered. Teachers make decisions using a rubric with the following headings: How Well Do We Understand the Real Problem, How Well Are We Engaging Parents as Real Partners, How Well Do We Lead for Accelerated and Sustainable Change, How Well Do We Teach for Zero Failure, and Culture of Belonging and High Expectations for All. Through the process of using focused school wide change rubrics, teachers experienced a mind shift in the way we teach, assess, build relationships and include parents as real partners. In addition to The Learner First meetings, weekly PLC's are held at Adams. The 50 minute weekly PLC is facilitated by the admin team. The PLC consists of three parts: professional development of best practices, assessment data and analysis, and team building. District benchmarks and performance tasks for reading and math, LEXIA, RTI data, and WIDA ELL data are accessed and analyzed to drive instructional decisions and implementation of best practices. OKCPS has purchased Mastery Connect for all sites. Adams will also use Mastery Connect as part of our PLC data analysis once we have received professional development.

Monitoring/Compliance Documentation

- copies of assessments used and evidence the assessments align to Oklahoma Academic Standards
- description of how assessment results are used to improve instruction
- copy of the site assessment calendar

Student Interventions - ESSA, Section 1114(b)(7)(A)(iii)(I)-(III)

Effective and timely evidence-based interventions should be provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards.

Oklahoma Nine Essential Elements, #3, #4

Guiding Questions

- What are teachers doing to meet the learning needs of all students in the classroom?
- How will strategies such as Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), Differentiated Instruction (DI) or flexible grouping be used effectively in classroom(s)?
- What training have teachers received on individualized instruction and/or varied instructional strategies?
- How do students receive additional assistance during the school day?
- How are students identified for these programs?
- How are students monitored and evaluated for these interventions?
- How are extended day/year programs evaluated for effectiveness?
- What type of documentation is collected to ensure that timely interventions occur for students who are not achieving at a proficient level?
- What steps will be taken for identifying students for academic and behavioral interventions?
- How will the site determine appropriate instructional strategies?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Student Interventions, if applicable.
- What steps will be taken for identifying students for academic and behavioral interventions?
- How are students monitored and evaluated for these interventions?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

Describe school's academic and behavioral interventions. If applicable, describe 1) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students skills outside the academic subject areas; 2) the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (2385 of 5000 maximum characters used)

Adams uses PBIS model for classroom and campus behavior management. We have a PBIS team consisting of teachers who design and distribute PBIS lesson plans, materials and forms. PBIS academies are also part of our structure for student behavior in replacement of suspensions. All efforts are made to keep students in school to allow for maximized instructional time. RTI process is a part of our intervention plan at Adams. As part of RTI, Adams designed a master schedule for flexible grouping in which we use an inclusion model for our reading specialists, ELL teachers, SPED teachers and ELL Paraprofessionals. Students are grouped according to literacy levels and supports are in place at each flexible group to provide leveled guided reading instruction for all students. This set schedule allows for 50 minutes daily for flexible grouping across all grade levels. Flexible groups are leveled according to running records data, fluency tracking, and Literacy First Phonics Continuum. Adams teachers will receive site based PD in running records and will begin to use running records to provide more diagnostic information about each reader in the classroom. This data will drive decisions in flexible grouping and interventions. Myon, Lexia and Quaver are literacy and problems solving based programs that will be purchased to help increase the academic achievement for all students. Quaver provides the following to our students: Highlighted Lyrics and Animation for a focus on comprehension through music, Extensive Student

Interactions for a personalized learning platform, Cross-Curricular Activities aligned to state standards (see website and click on Oklahoma standards alignment) and research from The College Entrance Examination Board found that students involved in public school music programs scored 107 points higher on the SAT's than students with no participation. (The College Board, 2002) With the implementation of Quaver, students will have the opportunity to use music to deepen their understanding in math problem solving and literacy comprehension. Additional support for interventions will take place during after and before school tutoring by certified teachers who will use sign in sheets and lesson plans as evidence of student interventions. Data reviews will also take place to determine effectiveness of after and before school tutoring.

Monitoring/Compliance Documentation

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

Submit

The application has been approved.

Consistency Check

Lock Application

Unlock Application

Consistency Check was run on:	10/23/2017
LEA Data Entry submitted the application for review on:	10/23/2017
LEA Administrator submitted the application to OSDE on:	10/24/2017
Program Review completed on:	10/27/2017
Final Review completed on:	11/1/2017

Selectable Application Print

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

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

Completed Print Request links will remain on this page for 7 days. After that time, the document will be removed. If you would like to retain a copy beyond 7 days, please save the PDF to your local computer.

Request Print Job

Schoolwide

Request Print

Requested Print Jobs

Requested by Terry Fraley on 11/7/2017 12:48:43 PM

Completed Print Jobs