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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - B7 - 0110 ARTHUR 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
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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	Rhonda J. Schroeder
Person Completing Plan	Rhonda J. Schroeder

Name	Rhonda J. Schroeder
Constituent Group	Principals

Name	Angela Smith
Constituent Group	Principals

Name	Nycole Blakley
Constituent Group	Teachers

Name	Brandi Criminger
Constituent Group	Teachers

Name	Amy Curtis
Constituent Group	Teachers

Name	Carrie Price
Constituent Group	Teachers

Name	Melissa Parker

| Constituent Group | Parents | |

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. (1091 of 2000 maximum characters used)

The critical needs of Arthur Elementary are in alignment with the critical needs of OKCPS. The strategic plan includes the following goals for academic performance. Every student will meet literacy and numeracy readiness criteria for successful transition from pre-k to 2nd grade. Low-performing student groups will perform at a level that closes the opportunity, learning, and achievement gaps.Every student will meet standards of performance in the core subjects at key transitional grade levels.Every student will play a personal and meaningful role in their own learning and in the educational decision making of their school, district, and/or community.The specific vision for Arthur Elementary is transform teaching and learning through personalized and blended learning opportunities supported by a 1:1 digital learning environment. The focus is on engagement, authentic learning experiences, higher-order thinking, and use of integrated technology. The desired effect is learners that are prepared and proficient in the skills needed to work and contribute in today's society.

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. (991 of 2000 maximum characters used)

The current data suggests that 69% of our students are at high risk in reading. Our students have the largest gaps in foundational skills in phonics, phonetic awareness, decoding, and comprehension. We currently have approximately 100 students who qualify for special education services. More than 50% of our students are English Language Learners. 90% of our students have a low socioeconomic status. Therefore there is a significant need for explicit instruction in basic reading and math literacy, professional development in personalized learning, parent involvement, and an overall school improvement model that addresses the whole child. The staff at Arthur elementary frequently assess data from survey's, assessment, attendance, and observations to determine the problems of practice and critical needs of the students. The leadership team works with school administration to develop systems and protocols to ensure that the academic achievement goals are addressed appropriately.

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. (922 of 2000 maximum characters used)

Mastery Connect is a data source that tracks student performance and mastery of academic standards. Teachers administer common formative assessments monthly. Assessment data is to drive instructional adjustments. At the end of the year, the assessment data is used to provide a standards based progress report to parents. Lexia Learning is a data source providing diagnostic and progress monitoring data on students as they complete adaptive instruction in foundational reading skills. This data is analyzed weekly by site administrators and teachers during PLC. Our Smart Goals have been revised as needed as the date from Lexia reflects growth toward achieving SMART goals. Data from STAR 360 provides information on the math competency and reading proficiency in regards to grade equivalency, oral reading fluency, and lexile levels. This data is also used in documenting reading proficiency required for

RSA.

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. (787 of 2000 maximum characters used)

The various data points have various data collection strategies. Site-driven data sources are collected digitally on a weekly basis for review and comparison by PLC and leadership team. District-drive data points are collected at 3-5 times throughout the year. Data is is summarized and presented to staff during PLC's and faculty meetings The data is presented to our Community Advisory Board on a quarterly basis. The data is students and parents encounters more challenges, but efforts are underway to include the information in parent newsletters, conferences, Title I parent information night, scheduled literacy nights, and parent involvement activities. Additionally, over all school improvement process and summary of our 1:1 technology implementation is reported quarterly.

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.

(14 of 5000 maximum characters used)

Not applicable

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 (3830 of 5000 maximum characters used)

Research based strategies used in the classroom include the 41 elements outlined in Marzano's Instructional Framework. A focus on select elements has been a practice that has been successful, however teachers are preparing for the next step towards professional growth in selecting areas in which they'd like to focus of their own growth and professional development. Focus strategies are discussed frequently and promoted in our weekly staff memo, during PLC and during faculty meetings. Instructional strategies are monitored by regularly administrator walkthroughs, including walkthrough's with Instructional Leadership Directors, and instructional rounds with the leadership team. Future plans include instructional rounds with all staff members. Administrators and teachers have worked collaboratively to develop curriculum maps within Mastery Connect that identifies essential standards creating a guaranteed viable curriculum. The common formative assessments and parent progress reports are aligned to these standards. Personalized and adaptive instruction provided with use a research-based Tier 2 & 3 Reading Intervention during the instructional day. These programs include Lexia Learning. . All students have access to this learning platform providing opportunities for remediation and enrichment based on students needs. Personalized and adaptive instruction provided in Math is Dreambox Math. All students have access and are able to move through the pathway and standards at their own pace according to their own academic need.Teachers use multiple data sources and assessments to monitor student's progress. In addition to the district required benchmarks and STAR 360, teachers are given autonomy to use other common formative assessments and diagnostic assessments to make instructional decisions within their respective classrooms. Teachers meet in weekly PLC meetings to review data and discuss assessment options for individual students as well as the overall program. Data sources include common assessments in Mastery Connect, STAR 360, Lexia, and Dreambox. Technology integration is high priority. As a ConnectED school, we leverage the power of 1:1 technology to increase personalized and relevant learning experiences for each child. Technology is not only used as an accelerator of remediation, but serves as a medium to increase collaboration, problem-solving, innovation, and drive the overall rigor levels to a higher level. The use of technology will also be used to expand problem-based/project-based learning with a STEM focus. The leadership team, in collaboration with teachers, instructional coaches, and our Apple Project team, selected a robust arsenal of digital content for our students. In working towards the goal of personalized learning, we endeavored to choose digital content that would provide content that is adaptive, personalized, rigorous and based on mastering standards. The ConnectED Grant provides 3 years of use with Lexia Learning, Dreambox Math, and eBackpack. Arthur elementary has also implemented the use of Core Clicks and Storia, from Scholastic. These digital resources are used during the school day during the literacy block rotations to address the leveled needs of students and self-directed reading opportunities. Arthur Elementary was given opportunity to acquire Everyday Math 4, which is digital platform for the adopted math curriculum. Students will continue to use physical math manipulatives to present and practice vital math concepts. Students at Arthur Elementary use Social Studies Weekly and FOSS Science, both of which have and digital resources to enhance instruction. Supplementary instructional materials will be utilized for student interventions/extensions include non-fiction reading and materials for the library.

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 bacherlor'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 Qualifed Teachers. (1011 of 5000 maximum characters used)

All teachers and paraprofessionals meet the qualifications required to be Highly Qualified. HQT status is closely monitored at the site and district level. Provisions are made for teachers who are emergency certified to make progress toward obtaining standard certification. Parents are notified according to policy if there is a long-term substitute however this has not been a need in our school.We had five emergency certified teachers who met requirements for HOUSE. Further support was offered by mentoring, coaching, and professional development. Oklahoma City Public Schools offers a stipend for teachers or National Board Certified. Currently we have one teacher is a NBCT.Parents receive information each year about the qualifications of their child's teacher. Upon request, parents may ask for details about teacher's qualification. We have template that can be used to notify parents in the event that their child is taught by a teacher who is not highly qualified for longer than 4 weeks.

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. (1930 of 5000 maximum characters used)

The focus of the professional development plan is to continue building the capacity of of teachers to teach reading and math literacy in the 21st century. Teachers will have opportunities to participate in professional development in the following areas : 1) Project/Challenged Based Learning in Authentic ways (STEM)(PLTW)2) Balanced literacy with Guided Reading and Writing 3) Integrating iPads Apps into the classroom to enhance literacy in the core areas

(SDE)4) Reading & Writing Connection in literacy skills5) Job-embedded coaching in math and reading (Model lessons, small group instruction, etc) 6) LoTi - HEAT Lesson Planning & Measures of Success (3-4 Workshop Days on site)-w/ coaching and walthroughs7) ASCD Leadership Conference -Kissimmee, FL OCT 20178) NCTM- Chicago October 2018 9)International Society of Technology Education (ISTE)- June 2018)The professional development plan has been developed in collaboration with the leadership team with the input provided by our annual CIP survey. The plan aligns with the goals described in the school improvement plan. Follow up for professional development occurs through discussion in PLC's, classroom walkthrough's to observe newly acquired skills. Teachers are supported and encouraged by having selected follow up activities. If teachers need further support, instructional coaching is available from administrator or instructional coach. Teachers will have the opportunity to develop individual professional development plans based on their level of needs and professional growth goals. Individual plans will be developed by the teacher and approved by the administrator. Teachers are encouraged to facilitate and teacher-lead professional development when the opportunity arises. We have lead teachers in Science, Math, Literacy, and a Lead mentor. The role of these teachers are to assist with coaching and mentoring in these content areas.

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. (2326 of 5000 maximum characters used)

Arthur Elementary has a strategic recruitment plan developed. The plan includes a collaborative partnership with the OU college of education UTPA program. As a partnership school we participate in providing robust field experiences and internships for future teachers. These experiences are designed specifically to prepare future teachers to work in an innovative school setting using 1:1 technology for instruction. Arthur Elementary is the only approved school for the University of Oklahoma wanting to place teachers in a 1:1 program for the student teaching experience. Applicants are taken only after collaboration and agreement between Arthur Elementary and the University of Oklahoma. Additionally Arthur Elementary is an approved internship site for OU's Masters in Education-21st Century Teaching program. Graduates of both of these program are prepared to work not only in an urban school district, but in model 1:1 school. We currently have 2 student teachers to complete this school year. Both are expected to fill two of the vacancies we will have for 2016-2017. Arthur Elementary is expected to place 3 additional student teachers and 2 field experience interns during the 2016-2017 school year. Available positions are posted on the district website and shared with partner schools (OU and UCO). We also take applications and interview qualified candidates from any accredited teacher preparation program.Arthur Elementary has a site-based mentoring program. All new teachers to the profession and new teachers in the building are paired with a mentor teacher .Teachers are included in decision making, planning, and resource allocation in a variety of ways including surveys, faculty advisory committee, and leadership teams.Teachers are provided information and offered opportunities to obtain advanced degrees. Currently we

have two teachers pursing Master's in Educational Administration, one teacher pursing a Masters in Special Education, one pursing a Masters in Early Childhood Education, and one pursing a Masters in Education-21st Century Teaching and Learning. Teachers receive a salary increase upon completion of 15 hours, 30 hours and a completed Masters degree. Additionally, there are loan forgiveness opportunities for teachers who work in high poverty=low performing schools.

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. (1089 of 5000 maximum characters used)

Arthur Elementary had a site Parent Involvement Policy and Parent School Compact. These are distributed to parents in communication folders at the beginning of the year. They are also provided during the first parent-teacher conference of the school year and the annual Title I Parent Information Night. The policy is reviewed and updated annually. Parent involvement is evaluated by quality of attendance and period parent surveys. Parents are notified via Blackboard connect, weekly communication folders, digital newsletters, and teacher notes. Early Birds , Parent Information and Family Literacy Nights are scheduled to help parents help their child academically. Parents can interact with grades and receive up to date information via Infinite Campus. Teachers communicate with parents weekly with folders, and quarterly through a classroom update or parent-teacher conferences. Progress reports are sent home 4 times a year. Quarterly report cards are sent home. Parent-Teacher Conferences are held twice a year, as well as end of the year RSA conferences in 3rd-5th grade.

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

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

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

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

Oklahoma Nine Essential Elements, #4

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

Describe the student transition strategies. (482 of 5000 maximum characters used)

The critical transition points are pre-K to Kindergarten and elementary to middle school. School counselors assist in with pre-engagement opportunities and pre-enrollment plans. Parent orientation nights are scheduled with the receiving school. The school will host district wide pre-enrollment in May. Parents receive information about how they can keep their children ready for the next grade progression over the summer.4 -6 Early Birds Sessions hosted by Arthur Elementary

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. (849 of 5000 maximum characters used)

Teachers have participated in data coaching with trainers from Lexia and Mastery Connect. Teachers participate in professional development that helps them adjust instruction and provide remedial instruction when assessment suggests its' needed. The progress is monitored for effectiveness through multiple sources. Teachers meet weekly in PLC meetings to discuss data and analyze student assessments. Assessment data is charted in Mastery Connect, Lexia and Dreambox . Additionally, formative assessment projected calendar has been developed. Teachers will create assessments collaboratively. Formative assessments will be developed and administered monthly in reading and math. The data will be used to determine which students need additional instruction on a standard. As students are reassessed, they will be move toward mastery of the standard.

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. (2042 of 5000 maximum characters used)

Goal #1 -Reading Intervention(s): We use a research-based Tier 2 & 3 Reading Intervention during the instructional day. These programs include, small group explicit instruction and adaptive learning with Lexia Learning. All students receive instruction based on their individual reading need. Interventions are scheduled at times that will guarantee optimal participation and gain. The program differentiates levels of instruction to achieve proficiency for all students. Goal #2 - Math Intervention(s): Dreambox Learning. All students recieve personalized adaptive instruction based on their individual need. Additional intervention is provided by teachers during a math instruction block. Math instruction and remedial instruction will be conducted using both digital and physical manipulatives. Math manipulatives ensure concrete presentation and practice of math concepts. Data from Lexia and Dreambox is analyzed and discussed bi-weekly with teachers during PLC meetings. Overall data is used to adjust smart goals and determine next steps for individual students. Students who do not pass the Universal Screener for reading are provided additional intervention with a remedial specialist. The frequency and duration of this intervention is dependent up on individual need of the student. Student data is tracked and monitored for the possibility of further evaluation if needed. Goal #3: Behavior/Social Emotional Interventions: Students who exhibit need for tier 2 or 3 behavioral support are placed on a BIP which may include

interventions such as LEAPS lessons, 2X 10 Mentoring, small group skill-based counseling with school counselor , or further recommended referral to an outside agency. In extreme circumstances, parents and students are referred to an outside agency for intensive systems of care or wraparound services . Our school counselor and 3 teachers have attended various behavior management and intervention training through Easter Seals this year. Another group of teachers will be trained next year.

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

<div style="color:red; font-weight:bold; text-align:center;">The application has been approved.</div>

Consistency Check   Lock Application   Unlock Application

Consistency Check was run on:	10/6/2017
LEA Data Entry submitted the application for review on:	10/6/2017
LEA Administrator submitted the application to OSDE on:	10/18/2017
Program Review completed on:	10/19/2017
Final Review completed on:	10/23/2017

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

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Requested by Terry Fraley on 11/7/2017 12:14:10 PM

Completed Print Jobs