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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - G3 - 0135 BUCHANAN ES - Focus 3

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

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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	Community
Name	Maria Mullenix
Constituent Group	Paraprofessionals
Name	Debra Yarbrough
Constituent Group	Teachers
Name	Bernice Meraz
Constituent Group	Paraprofessionals
Name	Cecily McCulley
Constituent Group	Content Area (LAL & Math) Specialists
Name	Tesica Starkey
Constituent Group	Teachers
Name	Luis Gil
Constituent Group	Teachers
Name	Brad Talley
Constituent Group	Administrators
Name	Tonya Brackeen
Constituent Group	Site Principal

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Constituent Group

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Constituent Group

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. (506 of 2000 maximum characters used)

The vision for reform is to "improve instruction/improve learning". Kagan professional development, instructional coach, math-science-literacy coaches, and guided-reading (Scholastic bookroom) are all goals and programs identified in the schoolwide/school improvement plan that align with the vision for reform. Based on the assessment of needs and aligned with measurable goals (25% of students move into the proficient band of the CRT; 25% of students move into the "green" band of the STAR assessment).

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. (1009 of 2000 maximum characters used)

According to the A-F Report Card, Buchanan is a D+. With the change of demographics surrounding Buchanan, the school is approximately 80% Hispanic and 60 - 65% of these students are bi-lingual and/or English language learners. Veteran teachers, which is the majority of the staff, are continuing to learn how to adjust their instruction to meet the demands of these students. More training in sheltered instruction, phonics, vocabulary, small group, and differentiated instructions has been provided and will continue to be provided. Student attendance is high; student mobility is low. Teacher absences are high. Student discipline/referrals are low. As we focus on how to increase staff attendance while providing engaging, relevant, and rigorous instruction, the leadership team will continue to gauge staff on their professional development needs, encourage family and community involvement through our math/literacy family nights, and seek district resources to meet our curriculum and instruction needs.

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. (241 of 2000 maximum characters used)

OCCT scores in math and reading for 3rd - 6th grade; STAR (assessments and progress monitoring), Teacher Created Weekly Mini Assessments, District Benchmarks, teacher attendance rates, student attendance rates, student suspensions/referrals.

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. (841 of 2000 maximum characters used)

According to the available data sources, Buchanan students tend to perform better on math assessments than reading assessments. The vision for reform "improve instruction/improve learning" is very apparent. Teacher professional development must continue in instruction delivery and instructional strategies: the five components of reading, effective elements of instruction, small group instruction, differentiated instruction, center instruction, and guided reading. With the strengths being low student mobility and suspension/referrals and high student attendance, using cooperative learning as one of our strategies for improvement is sensible and logical. Teacher surveys will be conducted in order to identify why teacher attendance is high; suggestions and solutions will be solicited from the teachers in order to improve attendance.

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.

([count] 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 (4902 of 5000 maximum characters used)

In order for teachers to teach the grade-level academic standards (the whats), the scientifically based instructional strategies used this year are Kagan Cooperative learning, elements of effective instruction (Marzano), and Benchmark Literacy (the hows). To determine if these instructional strategies are effective, teachers will use weekly mini assessment data, unit data, comprehensive data. These instructional strategies will be monitored by the principal, assistant principal and instructional coach via walkthroughs. Lead math, science, and literacy mentors will monitor these instructional strategies. Monitoring will be done by using the Marzano informal and/or walkthrough teacher observation protocols. Teachers will post daily academic standards in friendly language along with the elements of effective instruction. With the assistance of the instructional coach and lead mentors, continuous and embedding professional development will be the norm at Buchanan. Bi-weekly, the principal will work with the academic leadership team in order to monitor our instructional strategies and to discuss academic, instructional improvement; the assistant principal will lead the remaining staff around the building to conduct classroom walk-throughs, to view/discuss videos on Atomic Learning and TeacherTube, and to receive peer coaching and modeling from teammates, instructional coach, and lead mentors. Bi-weekly mini PD sessions will be done during grade-level meetings along with the data review of the mini-assessments. Teachers will be highly encouraged to participate in district-wide professional development sessions as they are offered. On our district professional development day in February 2018, Buchanan will have our Kagan professional development; the next day, the administrators and iCoach will go into classrooms in order to mentor/model as to provide direct feedback and answer questions for our teachers. Modeling of Kagan materials will be done during the training; monitoring of the Kagan materials will be done by the administrators and iCoach during the next day walk-throughs. Our district is going towards a standards-based curriculum for the 2017-2018 school year. The Buchanan teachers will unpack the standards during our professional development days in July 2017 by determining the critical content standards (foundational standards), standards students need more time to master, standards students need continuous/daily review, standards students must master before going to the next grade (vertical standards), and etc. Data obtained from these sessions will be used throughout the year during our monthly vertical team sessions. In order for students to become masters of their own learning, all students will have a data notebook/portfolio with an artifact of the standard. Students will be able to explain their knowledge of this standard by the performance scale adapted for that grade. In order to strengthen the core academic program at Buchanan, we have purchased a Scholastic Book room to enhance the guided-reading instructional reading strategy. Also, we will have a computer assistant in the lab to help facilitate student usage of Lexia and help the teacher guide and direct the technology instruction. The instructional coach and lead teachers will help strengthen the core academic program by modeling and monitoring best and effective teaching practices. Math and reading assessments through mastery connect and bundles; these will be used as our district directs. Buchanan will use weekly teacher-created mini assessments geared directly towards the standards. Teachers will use this data for lesson planning in order to differentiate instruction and to create small groups (reteach group, enrichment group, etc.). The teacher assistant will assist with the instruction of the small groups. Buchanan has a computer lab with 30 desktops, 60 Chromebooks that are divided among the 3rd - 6th grade classes, and 3 - 5 desktops located within the early childhood classrooms. Lexia Learning is used to assess students and it enhances instruction by providing leveled instruction; it is also used as one of the center stations. 21st students are digital natives. Students are automatically engaged with the smartboards and clickers in their rooms and the computers. Technology is used to involve all students into the lesson. Technology is used as one of the elements of effective instruction (the hook). The researched-based curriculums used this year at Buchanan are Everyday Math, FOSS Science, Benchmark Literacy, Scholastic Weekly Readers, and Scholastic Bookroom. For the English-Language-Learners, we have three ELL teachers; for technology, they use Imagine Learning with their students. Through instructional coaching and mentoring, teachers will be taught how to conduct small groups in order to provide Tier 2 and Tier 3 direct, explicit instruction.

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. (424 of 5000 maximum characters used)

All Buchanan teachers and paraprofessionals are highly qualified. Teachers with advanced degrees and/or National Board certifications are given first preference on school leadership teams and mentorships. The "Parents Right to Know" notification letter was sent home last year with students to give to parents and it will be sent home with students to give to parents this year; also, it will be placed on our school webpage.

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. (3196 of 5000 maximum characters used)

This summer (2017) our district is providing professional development over the new ELA & Math standards, unit planning design, guided reading & literacy assessments & interventions, instructional changes to Math, purposes and use of district assessments, science & social studies training and resources, and instructional strategies & structures resources. Teachers attending these sessions will be a part of the presentation group to provide continuous training

throughout the school year. According to surveys conducted by the professional development committee, teachers want more professional development in Sheltered Instruction, the five elements of reading, Benchmark Literacy, district math and reading bundles and Kagan Cooperative Learning. Teachers will receive Kagan Cooperative Learning professional development in February 2018. No stipends or substitutes will be used as this is a district professional development day (no students). The next day, the administrators will visit classrooms to monitor/mentor teachers; after-school, the administrators will recap the day's events and provide written feedback for the teachers. Teachers will receive Kagan Cooperative Learning professional development in July 2018 from the principal; teachers will receive additional training throughout the year via SKYPE from our Kagan mentor and through peer mentoring and coaching. According to last year's STAR reading and math assessments, our students tend to perform better in math than reading although both subjects are low. Follow-up of the training will be done during the grade-level meetings and during staff meetings. Monitoring of the execution/implementation of what was learned at the training will be done weekly and bi-weekly with all the administrators, instructional coaches and teacher mentors. The principal will receive monthly professional development from the district administration; the principal participates in a monthly book study using the book "Leverage Leadership" and the principal will attend K20 Center Leadership Program sponsored by the University of Oklahoma. As the principal grows, the teachers grow; as the teachers grow, the students grow. As we all add more tools into our toolkit, we are able to provide more explicit instruction that is differentiated to facilitate all students. New staff members will be connected to veteran staff members. New staff members will be allowed time to go observe classrooms at our school and at neighboring school in order to see how these instructional practices are implemented. The focus areas of need to be addressed through professional development in the coming school year are student engagement (Kagan Cooperative Learning), guided-reading, and effective elements of instruction (Marzano Observation Protocol). Staff will be supported and encouraged when implementing strategies learned in these professional development by receiving continuous instructional coaching and mentoring; those who are progressing in their implementation of these strategies will be asked to mentor and coach other teachers in the building to build capacity, trust, cohesion and most importantly to build a culture of professionalism.

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. (523 of 5000 maximum characters used)

The school leadership uses networking at workshops, conferences, and trainings for a means to find highly qualified and effective teachers. The administrators and leadership representatives also attend the OKCPS Teacher Job Fairs in order to meet with prospective teachers. The administrative team will plan and/or conduct job-embedded professional development throughout the school year to maintain a level of high quality instructors at Buchanan who are willing and able to meet the instructional needs of our students.

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. (2304 of 5000 maximum characters used)

Parent Involvement Policy and Parent-School Compact has been created for 2017-2018. The policy and compact is placed inside the enrollment packet and distributed at the annual Title 1 parent meeting. This year, our annual Title 1 parent meeting is August 8. Our parent/teacher conference is August 31 and September 1. Notes will be sent home to the parents about the conferences. Also, we will make robo-calls and advertise using the marquee. Parent involvement opportunities will be evaluated this year by email, text, and paper surveys. We use COPY PAPER AND TONER for the surveys, advertisements, agenda, sign-in sheets, and newsletters. Also, parent notes about activities and/or events are copied and placed inside the students weekly Thursday Folder. Parents are notified of parent involvement activities by notes home, outside marquee, and robo-calls. Parents of non-school age children can attend 4 of the Smart Start sessions to learn how to help their children academically. Parents of school age children can visit our parent resource room in the front office. We have books and pamphlets in English and Spanish for parents to take as resources. Once a semester, we have math/literacy nights; these sessions allow parents to see how standards are taught and how they can help facilitate their child's learning at home. We provide lite snacks so parents don't have to rush home to feed their children and we provide books and/or instructional materials parents and children can take home to work on together. We have a new reporting system, Infinite Campus. Parents will have access to their child's grades. Our Parent Liaison will hold sessions to throughout the year to show parents how to access this system. Teachers communicate weekly with parents by using the Thursday Folders. Parent-teacher conferences are held twice a year during the day and in the evening until 7 p.m. Parents can schedule meetings with their child's teacher before and after school on a need basis. To help bridge the communication between our families and the school, our PARENT LIAISON maintains the marquee, sends out monthly newsletters of events and activities, translates during programs and events, links families to social services within the community, and maintains the social media posts and our website.

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. (3283 of 5000 maximum characters used)

Our transition points are Pre-Kindergarten, Elementary to Intermediate. Smart Start provides Pre-School activities for parents and pre-school students. Math and Reading Literacy Night participation provides for transition into school for those siblings who attend. The office staff will provide Welcome/Enrollment Packets. Classroom teachers will assign a peer pal and develop a procedure for welcoming new students to their classrooms. Transfer students to Buchanan will be provided with a welcome/enrollment packet and upon introduction to the classroom teacher a peer pal will be provided to help with the successful transition. Our 6th grade students participate in the middle school orientation provided by Taft Middle School. The Middle school Counselor and Assistant Principal comes to Buchanan to enroll 7th grade students in the spring. Students will receive a transitional packet upon leaving one grade and beginning another. Students leaving Buchanan will be provided a progress report and special records needed for a successful transition to their next school. School-wide Interventions & Supports: Partnerships with American Fidelity Assurance, Portland Avenue Baptist, and Northwest Baptist Church for tutoring. Parent and Community Interventions & Supports: Supplemental Tutoring Programs (after-school); Parent and Community engagements initiatives such as: Musgrave-Pennington Neighborhood Association meetings; Community School Initiative: Regional Food Banks Backpack program. On-site parental involvement activities include: Title 1 Parent Informational & Data Meetings, PTA initiatives (volunteer opportunities/teacher supports), on-going parent-teacher conferences, school-wide Open House, Meet the Teacher Day, Scholastic Book Fair opportunities, and Math & Literacy Night. Homeless students to Buchanan will be provided with a welcome/enrollment packet and upon introduction to the classroom teacher a peer pal will be provided to help with the successful transition. The secretary upon enrollment at Buchanan will provide the family with a list of social services available in our community and connect them to the OKCPS Homeless office for other assistance. This year, we have a full-time COUNSELOR. Our counselor helps our vulnerable students make daily transitions. Our counselor talks to parents and helps students make the daily transitions they need to be successful by conducting small and one-on-one group sessions. The COUNSELOR is involved by providing families with supports and resources to help with the transitions of life such as grief, loss and anxiety. Meet the Teacher Night/Orientation will be Monday, July 31, 2017, 5 p.m. - 6 p.m. Vertical teams will plan to have a "sneak preview" in order for students to visit the next grade level towards the end of the school year. Vertical teams will meet once a month to discuss curriculum and to plan strategies to close gaps in achievement. Buchanan is one of four elementary schools selected as an AVID school this year. We are enforcing the goal that "College is

the Expectation" by posting college pennants and by wearing college T-Shirts weekly. AVID has additional instructional materials for notetaking and organization that will prepare students for the rigors of higher education.

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. (1579 of 5000 maximum characters used)

Pre-Kindergarten teachers receive district professional development on multiple ways to disaggregate data. Our lead Pre-Kindergarten teacher, who is National Board Certified, provides on-training and coaching for the Pre-Kindergarten team members. Pre-Kindergarten teachers are given their own district test that is administered BOY, MOY, and EOY. Pre-Kindergarten teachers collaborate and use their own assessments to monitor and evaluate student achievement. K - 6th grade teachers use district-created reading and math bundles and comprehensive tests. Weekly mini-assessments are used in the core subjects to monitor and evaluate student achievement of the state/grade-level standards. Teachers meet weekly in grade-level meetings to have data discussions about commonalities over the assessments results; teacher discuss reteaching/enrichment strategies. The district provides a timeline of assessment implementations for the school year. 3-6th grade teachers will choose standards based on the state blueprints to administer formative/summative assessments that will be used to measure student growth towards proficiency of the state standards. K - 2 grade teachers will identify critical standards and choose those standards to administer formative/summative assessments that will be used to measure student growth and readiness for the next grade level. All teachers will use assessment data to adjust and improve classroom instruction. Our district mandates F&P testing three times a year; teachers use this data for differentiated reading groups and center work stations.

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. (2696 of 5000 maximum characters used)

Student receive additional assistance during the school day from their classroom teacher via small/differentiated instruction groups and center groups. Teachers offer direct, explicit small group instruction for those Tier 2 and Tier 3 students; teachers receive assistance with these groups from the TEACHER ASSISTANT. Some Tier 2 and Tier 3 students receive additional assistance from Special Education and/or ELL pull-out small groups. Classroom teachers use LEXIA and F&P data to monitor and evaluate student performance. Special Education teachers monitor and evaluate by using achievement goals from the IEP. ELL teachers use the WIDA test to monitor and evaluate student performance; WIDA testing is used to write student LIEP. ELL teachers train teachers how to read the LIEP to help with classroom accommodations and modifications. MYON is used to get more reading materials into the hands of students through the use of digital literacy. MYON can be access from any device, like LEXIA, so students can read all types of texts at school and at home. Teachers review "green folders" from the previous year to determine if students need to begin or continue with the RtI process. Tier 2 and Tier 3 students are recommended to participate in after-school tutoring programs (The Club, Whiz Kids) and teachers make recommendations for students to receive an American Fidelity tutor. Weekly mini assessments along with the Academic Progress Plan are used to determine if extra interventions are needed for

students who are not achieving at a proficient level. Student performance discussions will be held weekly during the grade-level meetings. For our extended day learning opportunities, Buchanan will select 40 students in 1st - 5th grade to participate in the Whiz Kids tutoring program. Sixth grade students will participate in "The Club" after-school program. During the school day, American Fidelity employees come and tutor 20 - 30 of our students every week. Effective instruction cannot occur if an effective classroom management system is not in place. PBIS is used to aid our instruction through classroom management. Our PBIS team meets once a month to discuss how PBIS can strengthen classroom procedures and routines which will facilitate our instruction. PBIS materials are used to help reinforce classroom management structures which will help our instruction. In order for learning to occur, Maslow's Hierarchy of Needs state basic student needs must be met. Our counselor provides this by going to classes daily, having small and one-on-one sessions with students, speaking with parents and providing them with the resources to help their children be successful in school.

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:	9/28/2017
LEA Data Entry submitted the application for review on:	9/28/2017
LEA Administrator submitted the application to OSDE on:	9/29/2017
Program Review completed on:	10/5/2017
Final Review completed on:	10/6/2017

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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