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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - G8 - 0150 CESAR CHAVEZ 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 Contacts:	Debbie Pham, Program Specialist Email: Debbie.Pham@sde.ok.gov Phone: 405-522-1929
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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	Melissa Marschall
Person Completing Plan	Melissa Marschall

Name	Anita Jones
Constituent Group	Principals

Name	JOHN WHITE
Constituent Group	Principals

Name	ROSALBA TORRES
Constituent Group	Parents

Name	AIMEE MCCRACKEN
Constituent Group	Teachers

Name	BRITTANY BELL
Constituent Group	Teachers

Name	DEBBIE PETERSEN
Constituent Group	Teachers

Name	GREG WORLEY

Constituent Group	Teachers
Name	MOLLY JAYNES
Constituent Group	Teachers
Name	RYAN TAFFE
Constituent Group	Teachers
Name	BRYANNA ROSS
Constituent Group	Teachers
Name	CHERYL SMITH
Constituent Group	Teachers
Name	HEIDI JACKSON
Constituent Group	Student Support Services Staff
Name	ELIJAH FREDRICK
Constituent Group	Community-Based Organizations
Name	DR. LAURA MORRIS
Constituent Group	Administrators
Name	LESLIE CONERY
Constituent Group	Researchers

Name	Marisol Valles
Constituent Group	Parents

Name	Brayan S.
Constituent Group	Students

Name	Marcela Gallardo
Constituent Group	Parents

Name	TAMMY WARSHAY
Constituent Group	Student Support Services Staff

Name	Quanetta Broom
Constituent Group	Student Support Services Staff

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. (1035 of 2000 maximum characters used)

The vision of Cesar Chavez Elementary School is to create and sustain a culture of learning, creativity, high expectations, and collaboration for ourselves, our students, our parents and our community. To facilitate our vision we will engage our students in quality instruction with the goal of increasing student achievement by 25% at all grade levels in both math and reading. All teachers will participate in high quality professional development and ongoing coaching in instructional best practices related to Marzano's rigor elements, foundational reading skills and arts integration. Also, teachers will collaborate in regular grade level team meetings and vertical planning meetings discussing student work and instructional strategies. Also, we will proactively reach out to parents to make them partners in their children's education, asking how we can best help their child to achieve their maximum learning potential. Finally, teachers will analyze student performance data to identify and target areas for continued growth.

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. (1397 of 2000 maximum characters used)

Throughout our school and across grade levels general student needs as identified by our student achievement data include, foundational math skills including number sense, measurement, operations and word problems, basic reading skills including phonics, fluency and comprehension, academic vocabulary, the need for increased rigor in classroom work, and the need for increased parent involvement and home support. These needs are reflected in our 2015 OCCT data (47% of students in grades 3-6 scoring satisfactory or advanced in reading and 51% of students in grades 3-6 scoring satisfactory or advanced in math). We are working to address these students needs through ongoing professional development and coaching in instructional best practices using the Marzano evaluation model as a framework for increasing instructional rigor in classrooms. In addition, teachers are participating in on-going Kennedy Center arts integration training to increase their ability to differentiate instruction using the arts to both increase student engagement and as a tool to assess student understanding. Finally, Administrators and teachers are working together as a change team with The Learner First school improvement model to identify focus students in each classroom and work with their parents to meet focus students' individual needs and help them to grow and have an improved educational experience.

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. (530 of 2000 maximum characters used)

Available data sources include: OSTP, Fountas and Pinnell Benchmark data, Reading and Math assessments/Benchmarks, Edusoft Benchmarks, Learner First Lighthouse mixed method assessment data, Formative assessment data, Marzano Leadership evaluation data, student attendance records, student discipline records, and qualitative data such as teacher surveys and parent surveys. These assessments provide data to classify our groups, plan interventions, guide instruction, determine retention, and meet the daily needs of our students.

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. (892 of 2000 maximum characters used)

The above mentioned data sources are collected and analyzed during regular grade level team meetings, vertical planning meetings, change team meetings and staff meetings. Data is used by teachers to group students based on individual strengths and weaknesses for daily small group instruction, and for RTI purposes. Teachers analyze data while collaborating in grade level and vertical collaboration meetings to plan instruction to specifically meet the needs of individual students. Data is also reviewed for trends reflecting teachers needs for professional development and training/coaching in instructional best practices. Data is shared with parents through monthly progress reports, report cards, RSA meetings, and parent conferences conducted each fall and spring. Also, and our school report card is both sent home and posted on the district website for parents and community members.

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.

(48 of 5000 maximum characters used)

515 funds are not consolidated with other funds.

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 (3460 of 5000 maximum characters used)

Scientifically Based Research Strategies: Classroom instructional strategies include small group instruction based upon the individual learning needs of students as reflected in student data, other classroom strategies and behaviors are largely based upon Marzano's Art and Science of Teaching framework which identifies key elements/strategies of high quality instruction. Teachers receive on-going professional development and coaching in these strategies during grade-level team meetings. The use of these research based strategies is monitored through regular classroom walk-throughs during which teachers receive feedback to prompt further growth. Student growth is monitored through classroom formative assessments, STAR reading and math benchmarks and OSTP data. Curriculum Alignment: The district provides curriculum maps and pacing guides to ensure curriculum alignment. In addition, all teachers participate in grade level collaboration meetings and vertical collaboration meetings during which teachers use PASS state standards to plan high quality instruction and standards based assessments. FOSS replacement kits for science will be purchased with Title I funds. Extended Learning Time: Students may attend Fall, Winter and Spring Intersessions. In addition, students at-risk of retention are invited to attend the district summer school. Intersession and Summer School programs focus primarily on foundational reading and math skills. Title I funds will be used for conducting and afterschool tutoring program. Teachers, principal and staff will be paid a stipend.Assessment: Student achievement is monitored using quarterly Fountas and Pinnel Reading benchmarks. Benchmark results are analyzed by teachers and used to identify students' strengths and weaknesses for the purpose of planning small group targeted instruction. Technology: Technology is utilized to engage students and increase motivation and achievement. Classroom technologies include, Smartboards in every classroom, 4-5 student computers in every classroom, Imagine Learning online literacy program and 3 Chromebooks will be purchase for classrooms. Students use technology to conduct research, practice foundational reading and math skills, and complete reading and math benchmarks and other assessments. School Improvement: Our core reading curriculum is Benchmark Literacy. In addition, Leveled Literacy Intervention (LLI) is used to provide extra support for struggling readers. Everyday Math is the core curriculum for math. Our core curriculum is supplemented by the following programs/strategies: Word Nerds vocabulary instruction, Readers/Writers Workshop, Imagine Learning, thinking maps and Mountain Math. In addition, our teachers strive to implement the arts integration best practices as presented by A+ and The Kennedy Center trainers. Also books for students/Phonemic Awareness books will be used to teach targeted skills in small reading groups.Human Resources that will support the goals of our school while working with each other to improve student academic success:Classroom AssistantsLead MentorLead Reading TeacherLead Math TeacherInstructional CoachPrograms that will support the goals of our school while being utilized to improve the academic success for all students:Quaver Music ProgramMyOn Reading Program515 funds are being used for chrome books, science materials, and to send teachers to the arts integration conference.

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. (1204 of 5000 maximum characters used)

All teachers and paraprofessionals at Cesar Chavez Elementary are highly qualified. In order to attract high quality job candidates, we begin with a thorough job description. This description is posted by the District use of SearchSOFT. Once the job is posted, the principal utilizes a thorough interviewing process comprised of a series of structured questions complete with a response rubric. In addition, the principal involves the team members of the prospective new hire in the interview. This process has proven effective as evidenced by the quality of our new hires. To retain our newly hired teachers we work diligently to create an atmosphere that fosters a culture of teacher growth and student achievement. Additionally, all new hires are assigned to a team that includes experienced teachers that act as mentors. Our school also has an Instructional Coach to answer questions and provide modeling and feedback for new teachers. Also, the principal hosts a monthly informal "Talk to your Principal" meeting where new teachers can ask questions in a low risk environment. These tools/strategies/processes help us to retain those personnel who desire to continually improve their craft.

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. (2294 of 5000 maximum characters used)

Teacher feedback, surveys, and data are used to determine what types of professional development are needed. Recently half of the staff participated in arts integration professional development provided by The Kennedy Center this year the other half will attend training. We have also conducted professional development over Everyday Math, Reading Walls and phonemic awareness and phonics, Reader's/Writer's Workshop, and best practices related to Marzano's

high yield power elements. These areas of need were identified by both teacher surveys and student achievement data. Following professional development trainings teachers complete a survey or exit ticket to provide feedback to be used in the planning of future trainings. In addition to staff-wide professional development, teachers are required to develop personal growth plans based on Marzano's elements of instruction. Teachers select a power element they wish to focus on, then use the online iObservation library to gather resources on their identified element. Administrators during regular classroom walk-throughs provide feedback for continued growth.Professional growth and development: Southwest Arts Integration conference will be attended this year. Title I funds will support the this PD."The Southwest Arts Integration Conference will bring together teachers, administrators, teaching artists, and other interested educators to explore the meaning and practice of arts integration in schools. The conference features hands-on workshops, panels of practitioners, and opportunities for problem solving and planning, the conference will provide inspiration and practical approaches to implementing arts-integrated instruction. Arts integration, with its focus on creativity and connections between art forms and curricular areas, has been shown to improve student engagement and achievement. Teaching artists and administrators from the Kennedy Center in Washington, DC, and participants and presenters from around the Southwest will be sharing their expertise. Arts Integration professional development focusing on literacy and math. Vendor is BLAC, Inc. Dates to be determinedMary Dahlgren - Tools4Reading. Professional development in literacy instruction. Thirty days at $1000 per day. Dates to be determined.

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. (1117 of 5000 maximum characters used)

In order to attract high quality job candidates, we begin with a thorough job description. This description is posted by the District use of SearchSOFT. Once the job is posted, the principal utilizes a thorough interviewing process comprised of a series of structured questions complete with a response rubric. In addition, the principal involves the team members of the prospective new hire in the interview. This process has proven effective as evidenced by the quality of our new hires. To retain our newly hired teachers we work diligently to create an atmosphere that fosters a culture of teacher growth and student achievement. Additionally, all new hires are assigned to a team that includes experienced teachers that act as mentors. Our school also has an Instructional Coach to answer questions and provide modeling and feedback for new teachers. Also, the principal hosts a monthly informal "Talk to your Principal" meeting where new teachers can ask questions in a low risk environment. These tools/strategies/processes help us to retain those personnel who desire to continually improve their craft.

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. (2782 of 5000 maximum characters used)

It is our goal to partner with parents in the education of their child. The first day of school we distribute a district Parent Handbook, Parent Involvement Policy and Parent Compact in English and Spanish to each student. In addition, we plan family night events and "Talk to your Teacher/Parent" nights to facilitate communication and allow parents to provide teachers feedback and information about their child. All parent/family events are advertised in both English and Spanish using flyers and Robocalls. In addition, we also advertise events on the school marquee and via Twitter. 2017-2018 Parent Involvement Calendar: Free Adult ESL Classes, offered Monday and Wednesday from 9:00-11:00."Talk to the Teacher" (July 31, 2017) Students and parents can meet teachers, tour school, and receive back-to-school information "Open House" (August 8, 2017) Students and parents can get important classroom information, sign up for PTA, and receive important district and school information. Parent Committee Meetings monthly from 3:30-4:30Title One Parent Meeting (Aug. 8, 2017) Present Title One information to parentsParent-Teacher Conferences (Aug, 31, 2017 and Sept. 1, 2017) Parents can speak with teachers regarding their child's academic performance and behaviorRSA Parent Night (Sep. 28, 2017) RSA presentation for parents Family Literacy Night (December 7, 2017) Make-and-take literacy activities, books to be given away for parents to take home and read with their child and a student performanceFamily Math Night (March 1, 2018) Make-and-take math activities and student performanceParent-Teacher Conferences (Feb. 8 & 9, 2018) Parents can speak with teachers regarding their child's academic performance and behaviorFamily Social Studies Night (Mar. 30, 2018) Make-and-take social studies activities and student performanceFamily Science Night (Jan. 25, 2018) Make-and-take science activities and student performanceStudent trade books, games, puzzles, and supplies for parental involvement activities will be purchased and distributed to help parents read at home with their child, to build vocabulary and increase comprehension skills.Parent Teacher Team Meetings - 16 teachers, 4 nights through the school year, 3 hours per night at $17.50 (total 12 hours)Materials for parent nights: display boards, glue sticks, construction paper, colored beads, math manipulatives, chart tablets for problem

solving, chart tablet markers, tissue paper, card stock, test tubes, color mixing trays, glue sticks.Materials for Parent Teacher Team Meetings: copy paper, combs for making books, card stock, pens, pencils, chart tablets, toner for copier, colored pencils, markers, highlighters. Food for Parent Teacher Team Meetings

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

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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. (1543 of 5000 maximum characters used)

Grade level teams meet each year with grade levels above and below to assess curricular gaps, redundancy, and preparation for foundational concepts. The arts educators who work with students from Pre-K to grade 6 on a continuum have an opportunity to follow students as they link core concepts across grade levels and collaborate with classroom teachers. We have increased our focus on vertical and horizontal planning. We have worked to solidify the structure of these meetings to focus discussion on student achievement, which includes identifying key transition points to eliminate unnecessary overlaps and close curricular (and classroom) gaps. Plans are looked at and revised each quarter by all teams after an evaluation of student learning needs. This sustains and increases our level of effectiveness in curriculum vertical transitions. In addition to what is described above, we hosted a "Talk to the Teacher" event where students received their schedules, took a tour of the school (for new students) and received some information on policies/procedures, etc. School leadership and staff actively develop relationships to support students and families as they transition from grade to grade. We are fortunate that we can assist many of our families with free tutoring, school supplies, counseling services and food. Also, this year we hosted a "Talk to Your Teacher" event prior to the first day of school. During this time general information was presented to parents on classroom procedures, expectations, supplies, etc.

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. (848 of 5000 maximum characters used)

Kindergarten through 6th grade will measure proficiency toward state standards using Fountas and Pinnell Reading benchmark assessments. In addition, teachers will also assess students using formative assessments throughout classroom units of instruction. Following assessments, data will be analyzed by individual teachers, charted on classroom Data Walls, and discussed in Grade Level Team Meetings and Change Team meetings. During these meetings new teachers will work side by side with more experienced teachers learning how to analyze and use data to drive instruction. Data will be utilized to guide student recommendations for RTI, Intersession, tutoring, etc. F&P data is akin to a thermometer that will tell us that there is a problem and will aid in diagnosis of that problem and will help inform our instruction to address areas of need.

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. (2043 of 5000 maximum characters used)

Student skill mastery is determined through use of District assessments (Fountas and Pinnell) and classroom formative assessments. State OSTP scores will be Summative assessment each year. Common Formative Assessment data will be used to identify students who have not mastered Reading and/or Math skills. Those students who have not mastered the skill will be placed in a flexible group to receive additional instruction. Additionally, identified students will also be selected to participate in our in-house peer tutoring program and/or receive tutoring services from Farmers Insurance volunteers. Finally, students will be placed on RTI and invited to Intersession based on skill mastery or lack thereof. PBIS is our behavior intervention model. At the beginning of the school year all teachers participate in PBIS training, providing classroom management strategies with a heavy emphasis on classroom procedures. As a staff procedures are developed for common areas, procedure posters are made and teachers practice procedures with students beginning the first day of school. Behavior interventions for more severe situations are documented on referrals and handled according to the district code of conduct. Operating under the PBIS model our school-wide discipline has declined significantly from 153 total suspensions in 2014 to just 40 in 2016. Services for special education students; In addition to the above, Special Education students will receive additional interventions and/or accommodations as detailed in their Individual

Education Plan (IEP).Services for English Language Learners: In addition to the above, English Language Learners will receive additional interventions and/or accommodations as detailed in their Language Individual Education Plan (LIEP).Services for homeless students.In addition to the above, Homeless students will receive additional interventions and/or accommodations as required by the McKinney-Vento Act. Services will be coordinated through Kathy Brown, OKCPS Homeless Coordinator.

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:	10/3/2017
LEA Data Entry submitted the application for review on:	10/3/2017
LEA Administrator submitted the application to OSDE on:	10/3/2017
Program Review completed on:	10/4/2017
Final Review completed on:	10/5/2017

Selectable Application Print

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.

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Requested by Terry Fraley on 11/7/2017 12:56:07 PM

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