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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - H0 - 0205 EDWARDS 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

Shelly Ellis, Executive Director

Email: Shelly.Ellis@sde.ok.gov

Phone: 405-522-3263

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

Teachers

Name

Lee Walker

Constituent Group

Teachers

Name

Ms. Chamblain

Constituent Group

Teachers

Name

Allison Magill

Constituent Group

Teachers

Name

Jamie Moten

Constituent Group

Parents

Needs Assessment Steps 2-6

Step 2: Clarify Vision for Reform

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

Oklahoma Nine Essential Elements, #7, #9

Describe school's vision for reform. (389 of 2000 maximum characters used)

According to the demographic data we collected, 46% of our student population is made up of African-American boys. According to research, most African-American boys are kinesthetic learners, which they learn by doing. Our goal is to implement a school-wide plan for every teacher, in every classroom to incorporate kinesthetic and hands-on activities throughout their daily instructions.

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. (729 of 2000 maximum characters used)

We collect data every quarter that consists of our student/staff demographics, reading and math assessments, student/staff attendance, parental involvement activities and the percentage of participants. We use this data to help with the campus needs assessment. We currently have 320 students. Student Demographics: 81% African-American, 5% Hispanic, 8% Caucasian, and 6% Other Staff Demographics: 67% African-American, 33% Caucasian 92% Regular Education, 8% Special Education 43% of the staff have less than 3 years teaching experience, 57% of the staff have more than 3 years teaching experience Student attendance: 95%, Staff attendance: 93% 60% of students are below in reading 65% of students are below in math

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. (157 of 2000 maximum characters used)

We use various data sources such as, OCCT data, ELQA, STAR Reading and Math, Unit Tests, attendance and discipline data, mastery connect, and running records

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. (103 of 2000 maximum characters used)

We collect and analyze data every 6-8 weeks and have quarterly data meetings for the staff and parents.

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 (4500 of 5000 maximum characters used)

The reform strategies being implemented at Edwards are numerous. We collect and analyze data using the OCCT, Mastery Connect math, Fountas and Pinnell reading assessments, Benchmark Literacy Assessments, running records, unit tests, and other common assessments. The leadership team analyzes the data to determine professional development needs. The data is also discussed with teachers during PLC's and teachers have an opportunity to collaborate on best teaching practices. Teachers keep track of this data through an online data tracking system called mastery connect; where the data is updated weekly. After all data is collected and analyzed, we set goals for each individual students and track his/her growth. The students who are responding well to the classroom instruction, we steadily monitor the academics; those who are not responding, we come together as a team and discuss academic modifications. Each teacher is given a set of the academic standards at the beginning of the year where we pull them apart and identify the noun and verbs in each standard. The teachers are provided training on what the standard is saying and what the students should know how to do after the standard is taught. Our Tier 3 students who need additional academic support is given opportunities to attend before/after school tutoring. The teachers are provided stipends to provide the tutoring sessions for our students in need. We provide incentives for those students who have perfect attendance. We are currently doing the NBA (Never Been Absent) and NFL (Never Found Late). In order to increase the use of technology, each classroom has smart board, the school has a computer lab, and we have an iPad cart. The inoperable smart boards will be repaired so teachers will be able to use them to incorporate technology in the classroom. The students and teachers are encouraged to use the iPads at least once a week during their instruction. We have purchased several instructional resources to help support reading and math centers and mini lessons. We are purchasing several Chromebooks, iPads, and charging carts, projectors to increase student engagement. We also have purchased other resources such as the Myon Reader. We utilize our current resources Leveled Literacy Intervention, MyON Reader, and FOSS Science kits, etc. We have planned several Professional development and well-structured PLC's to provide teachers on-going, job-embedded professional development in reading and math and on the Oklahoma State Standards. Research says that students who use computer-based instruction learn more in less time, students like their classes more and develop more positive attitudes when their classes include computer-based instruction, and students who use computer-based instruction scored at the 64th percentile on tests of achievement compared to students in the control conditions without computers who scored at the 50th percentile. As a result we have hired a Computer Assistant/ Teaching assistant to work with students in small groups and assist the teacher with various reading and math strategies and technology. I students deepen their knowledge of concepts while working in smaller group settings. Reading Reform: Every teacher has received and continues to receive training regarding the math bundles and with our new Benchmark literacy curriculum. Teachers will begin a book study regarding the Daily 5 and Cafe strategies through professional development and consistent monitoring. The teachers are also implementing the online remedial reading program through KHAN academy and Myon. Math and reading materials. In order to create some workstations we will use the paper and toner. not to exc , Avid pouches, planners, marterials, anchor charts, writing tools, page protectors, tabs, dividers. Other materials as needed for reading and math. MyOn Readerlistening centers for for reading and mathTime Reform- Efforts will be made to more closely monitor teachers' time on task using detailed templated, evaluation with administrators and staff members, and development of reflection strategies. Students' needs- Hiring of computer/ teaching assistant through title one funds to meet the small group needs of our students and assist with the engagement of technology for our students. PBIS- Development of common area expectations, Development of classroom expectation to ensure maximized learning time and create a common language of high expectations.

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. (292 of 5000 maximum characters used)

According to state accreditation, all of our paraprofessionals and teachers are highly qualified. If for some reason a staff member is not highly qualified, parents are notified immediately through letters and phone calls and efforts are continuously made to hire highly qualified personnel.

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. (1562 of 5000 maximum characters used)

We collect and analyze data from the teacher evaluation tool we use, Marzano TLE and plan professional development based on what element the teachers need the most improvement in. We also collect and analyze academic data primarily in reading and math. We look for academic trends and plan professional development based on what academic standards our students show the most struggle. Funds have been allocated to provide for professional development

for our staff. We know it is critical to have on going opportunities for our teachers to grow and have a growth mindset regarding best instructional practices. Our plan is to help provide professional development to staff members, provide for experts to come and model lessons, and provide key strategies to increase academic success for our students. Professional Development will be used to help new teachers build their pedagogy and assist with strategies for classroom management and various avid strategies to build collaboration in class, inquiry, organization, writing, and reading comprehension. We retained 40% of our new teachers and emergency certified teachers by providing additional professional development and we also retained all teachers for the full academic year. In the previous year, we lost 20% of staff for various reasons during the academic year. Providing professional development and keeping teachers in place for the whole school year, is a good opportunity for our students to be successful. Research says that ongoing professional development increases teacher retention.

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. (1432 of 5000 maximum characters used)

School leadership will continue to explore all avenues to find effective teachers. We will continue to attend job fairs and other district events where prospective teachers and assistants may be seeking employment. We will continue to network with other principals to discover effective, available teachers. We will utilize the valuable district resource known as SEARCHSOFT to locate applications of current/ prospective employee from the data base. Through this site, we will review applications and reach out to references of potential interviewees. Once we find candidates who are interested in interviewing, we have an interview team made up of teachers and principals who can explain the vision and see if the candidates are in line with the school vision. In order to retain effective teachers, school leadership will provide effective supervision of instruction. We will facilitate engaging, timely professional development opportunities, and we will help to create an inviting and professional culture that honors a growth mind set. Every new teacher is teamed with a mentor teacher who helps provide instructional support and we offer WISE Wednesdays to provide quick mini workshops for any needed resources that will strengthen their teaching practices. We have used school Facebook and twitter page where we have posted our vacancies. We attend job fairs and university career fairs to recruit teachers as well.

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. (2178 of 5000 maximum characters used)

It is important to build relationships with the community and develop community partnerships. Currently, we have a partnership with Tabitha Church. They are our hosting place for our Whiz Kids for students tutoring program on Thursday evenings for Edwards' students. Our Whiz Kids partners also provide reading mentors for them. We are connected with various community partners through the district's community relations department and through outreach from the principal. We also have a partnership with the Kaleo foundation a nonprofit organization that provides resources for our students' classroom academic and behavior incentives. They also facilitate teacher appreciation and student appreciation experiences and gifts. We have several alumni that are part of the original Edwards family that make donations on behalf of the students at Edwards to connect the past to the present importance of education here at Edwards Elementary. We have a parent liaison who contacts parents when students are performing below grade level, not doing homework, or not returning reading logs and sight word practice cards. She attends parent meetings with the principal while parental concerns are being addressed and conducts follow-up phone calls when necessary. She also provides parents with information to receive needed resources. We also have parent/teacher conferences, Title 1 parent meetings, and other school programs. To ensure parents receive an ample amount of communication and advertisement about school activities we send out several robo calls, text messages, send letters home, and put the information on the school marquis. We have quarterly data meetings for each grade level, where parents are informed of their child's academic data and the progression of the class overall. We will purchase postage to mail letters out to parents to communicate other school-wide opportunities for them to get involved. Our plan is to continue to grow with our current community partners and build relationships with new community partners. We will do this by arranging meetings, reaching out and maintain positive a d proactive communication with our stakeholders.

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. (1621 of 5000 maximum characters used)

Our students face many transition points, including: previous school to Edwards, grade to next grade, and 6th grade to another school, and, eventually, school to post - high school life. To help students with these transitions directly, we provide supports. Our teachers end each year informally preparing students for the curriculum and challenges students may/ will encounter in the upcoming year. We also encourage a culture where teachers are interacting and/or working with students beyond their classrooms and grade levels. This culture helps students prepare for transitions by building relationships with potential future teachers. We also help students by providing them with supplemental experiences that provide building blocks for going to the next level. We do this with classroom resources, curriculum nights, game nights, and community events that foster education and relationship-building so crucial to student success. Students are given opportunities to visit the next grade level towards the end of the school year. They spend a day with the teacher in the next grade level, where the teacher informs them what they will be expected to know and do. The teachers also have several vertical meetings during faculty meeting time and teachers also visit and observe other classes during PLC time and we meet and discuss best practices. Last, we prepare students for life well beyond our walls. Our counselor provides college and career readiness lessons for students, so they have a vision for their futures. Our third grade students are also learning about being college bound through AVID.

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. (785 of 5000 maximum characters used)

Our School staff has been provided with many opportunities to discover and utilize various assessment tools to ensure sound, efficient data collection meant for improving instruction. Specifically, teachers have had assessment - based and assessment included professional development in Fountas & Pinnell, Benchmark Literacy, Mastery Connect, MyOn, and how to decipher State assessment data. Teachers have used these assessment tools to build greater understanding of their effectiveness and individual student learning. Teachers can use the assessments that are already created in mastery connected or use self-created assessments. We also have quarterly data meetings where the data is presented by the academic leadership team to the whole staff, including a plan for next steps.

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. (964 of 5000 maximum characters used)

We set individual goals for each student. Those students who do not respond to classroom instruction will be provided reading or math interventions. We have an RTI team made up of the principal, parent liaison, classroom teacher, and special education teacher; student data is continuously discussed and goals are set. We collect data and meet every 6 - 8 weeks to track student growth. The students are put into small group instruction and will be invited to attend before/after school tutoring. After we put all these modifications in place, if the student still isn't responding to instruction, we will request for special education testing. We had 37% of those 3rd graders perform proficient who participated in before/after school tutoring. In the previous year, 28% of students who participated in after-school tutoring scored proficient. So, we saw a 9% increase in the 3rd grade reading proficiency scores on students who participated in tutoring.

Monitoring/Compliance Documentation

- written assessment and intervention plan

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

Submit

The application has been approved.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Consistency Check was run on:	9/19/2017
LEA Data Entry submitted the application for review on:	9/19/2017
LEA Administrator submitted the application to OSDE on:	9/19/2017
Program Review completed on:	9/21/2017
Final Review completed on:	9/21/2017

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.

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