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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - G0 - 0710 EMERSON ALTERNATIVE ED. (HS) - Priority

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

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Schoolwide Plan

Plan submission due dates:	Non-Designated Title I Schools - May 1, 2018
	School Improvement Designated Sites - October 1, 2017
Program:	Title I, Schoolwide Plan/School Improvement Plan
Purpose:	A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.
Legislation:	ESSA, Section 1114
Regulations:	Designing Schoolwide Programs, Non-regulatory Guidance, March 2006
	LEA and School Improvement, Non-regulatory Guidance, June 2006
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Needs Assessment Step 1: Identify Planning Team (*Must include at least one parent and one teacher.)

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

Name of Site Principal	Jack Reed
Person Completing Plan	Jack Reed

Name	Greg Dufrene
Constituent Group	Principals

Name	Reyna Acosta
Constituent Group	Content Area (LAL & Math) Specialists

Name	Sherry Read
Constituent Group	Content Area (LAL & Math) Specialists

Name	Judith Evans
Constituent Group	School Leadership Council

Name	Ashley Larsen
Constituent Group	Paraprofessionals

Name	
Constituent Group	Parents

Name	Frankquesha Williams

| Constituent Group | Students |

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. (1869 of 2000 maximum characters used)

In our vision of reform, the Campus Leadership Team has met to discuss identified needs relating to student instruction and academic progress. As student needs are determined, research is done to compile data which identifies strategies to address areas of weakness. The Leadership team compiles data and research to be used in enabling implementation of research strategies. Common Formative/Summative testing and reviews scheduled at regular intervals help administrative staff to determine needed interventions and needed professional development areas to be addressed. Teacher/student surveys and input identifying areas of concern or weakness are utilized to determine allocation of resources. Data analysis provided by Common Formative/Summative testing are key indicators for needed resources. Federal funds are used to supplement not supplant state and local funds. Emerson is a Schoolwide Site and Title I funds will be used to upgrade the entire educational program by enhancing the academic opportunities for those most at risk. As we upgrade, we want to be better able to address individual student learning needs by allowing for differentiated instructional techniques and strategies. As we are striving to bring technology into the classroom with chromebooks and SMARTBOARDs, students are participating in the lessons more and appreciate opportunities to receive lessons by utilizing online resources and interactive lessons. Lessons such as described have been proven to enhance student engagement and increased learning taking place. These additions will allow teachers to provide more differentiated instruction and will address more student learning styles. We focused our work in this area for the 2016-17 academic year and will continue for the 2017-18 year. We are continually working to move forward in offering better instruction and resources.

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. (1951 of 2000 maximum characters used)

Emerson High School has worked to provide a structure where instructional decisions are focused on supporting teachers as well as supporting the learning environment of our students. We are also continuing to develop our PLC's. In the past, Solution Tree professional development has been utilized to further our growth. These early guided professional development helped us sustain our growth within the building. Over the last 2 years, leaders have emerged and each department meets regularly to examine current achievement and instructional strategies. Department meetings are held on a weekly basis where instructional strategies are evaluated and revamped as necessary to better address student achievement. The administration meets with each department to monitor teaching techniques and offer suggestions to improve instruction. Each student, upon entry into Emerson, is administered a test to determine current level of academic functioning which allows teachers to address each student individually. Teacher/student surveys and input identifying areas of concern or weakness are utilized to determine allocation of resources. Leadership team meets to determine current needs. Data analysis provided by Common Formative/Summative testing are key indicators for needed resources. In our vision of reform, the Campus Leadership Team will meet to discuss identified needs relating to student instruction and academic progress. As student needs are determined, research will be done to compile data which identifies strategies to address areas of weakness. The Leadership team will compile data and research to be used in enabling implementation of research strategies. Common Formative/Summative testing and reviews scheduled at regular intervals will help administrative staff to determine needed interventions and needed/additional professional development areas to be addressed such as lesson presentation, and student engagement, etc.

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. (1818 of 2000 maximum characters used)

During the 2016-17 school year, overall student attendance was 73.7%. Emerson graduated over 230 seniors last year with a large percentage of those graduates being 5th & 6th year seniors and many of them being recovered dropouts. While the statistics do not reflect well in comparison with traditional schools, it is important to understand that these are mostly at-risk students who are struggling and have/are accomplishing great things. Emerson is an alternative school and these are the types of students that are referred here by the traditional schools. Statistical information for 2016-17 is not yet available for the year and it will be updated later. Emerson High School's small classroom settings, with a teacher-student ratio of 1 to 15, provides an academic support system for our students. These ratios allow teachers to better focus on the individual needs of their students leading to early identification of potential roadblocks to academic success. Since the majority of our students come from impoverished homes, the needs of Emerson students range from such basic needs as food and clothing to needed counseling to address life altering home situations. Outside counseling agencies from across Oklahoma City is available for Emerson to work with their individual caseloads connecting our students with such services as community resources, medical help/advise, shelter, or additional counseling for self or families. Virtual internet education programs enable students to work online to obtain additional academic credits as they are able to utilize these services. Incentives to encourage positive behavior outcomes will be encouraged in all classes. After School Credit Recovery will be offered in addition to Saturday School to supplement the school day instruction to support students learning.

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. (667 of 2000 maximum characters used)

Emerson utilizes previous information from state assessments, quarterly common/formative assessments, unit tests, and daily work to assess student achievement, strengths and weaknesses. In addition, student attendance and anecdotal records are utilized in helping to determine what is needed for individual student success. Emerson continues to use Mastery Connect in the 2017-18 school year. The data identifies areas of strength and weaknesses. Data is collected from district created assessments, as well as teacher created assessments. Lesson plans are created around the results of the data analyzation. Administrators monitor lesson plans for implementation.

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

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

(0 of 5000 maximum characters used)

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

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

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

Guiding Questions

Evidence-based Strategies

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

Curriculum Alignment

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

Extended Learning Time

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

Assessment

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

Technology

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

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Reform Strategies, if applicable.

- What research-based curriculums will be used to support reading and math Oklahoma Academic Standards?

- What supplementary instructional materials will be utilized for student interventions/extensions?

Describe the reform strategies (4568 of 5000 maximum characters used)

Data is collected from pre and post testing, daily work, informal testing, and formative/summative common assessments. Data is analyzed by departments to determine if appropriate strategies are being utilized. Strategies are modified as a result of analyzing the data. Students are also responsible for tracking their individual data. Materials to assess progress are utilized on a weekly basis to identify student goals and objectives not yet achieved to allow for monitoring of academic progress. Instructional components are modified to allow for re-teaching of concepts identified as unmet. As teachers work to incorporate these strategies into their daily professional duties, we are seeing progress in most areas. Faculty, in weekly departmental meetings, collect and analyze data from student feedback including daily work and testing applications. Common formative/summative assessments in all core areas are administered and the results are analyzed to determine student academic growth and needed instructional modifications. State testing information is analyzed to determine needed adjustments in school wide instructional strategies. Mastery Connect facilitate the procedures and processes listed above. This program addresses individual student data, online benchmark assessments and provides immediate feedback for teachers to evaluate their instructional strategies. Oklahoma City Public Schools' Academic Standards and objectives are taught and then tested for understanding and mastery. School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan through weekly departmental meetings. After evaluation, instructional strategies are modified if necessary to achieve students' academic success. In addition, Emerson offers Saturday School classes to provide additional instruction for students who are behind in their core subjects. Due to the students referred to our school we require a staff member who scans the students upon entry to ensure a safe campus for students and staff and day care workers for our parenting students who rely on our daycare for their child in order for them to attend school. These are the same services that are offered during the regular school day for all students. Emerson faculty and staff continue to utilize professional development to improve our teaching strategies. District and building professional development is geared to address instructional strategies, evaluating data, and finding ways to meet individual students' needs. In addition, five staff members will be attending the National Alternative Education Association (NAEA) conference in 2018. This annual conference by NAEA provides outstanding, innovative, and professional services to education personnel both nationally and internationally to enhance programs, promote academic excellence, develop self-discipline, and create life-long learners in a multifaceted, diverse society. By sending three teachers, a counselor, and an administrator the information brought back will improve the expertise of all levels of staff at Emerson High School. This will benefit our students by providing current teaching strategies that are proven to be effective for at-risk students. It also will broaden the resources and services available to our students.Emerson High School will leverage instruction by incorporating the use of technology, where appropriate, in all classrooms to increase student achievement. The school improvement budget will support the purchase of additional Chromebooks to supply additional educational resources and supports to the classroom. Educational applications will help students stay motivated and focused thereby increasing student achievement. Emerson High School defines use of technology as computer assisted instruction (CAI)-Key Train, and/or Voyager, etc.; use of SmartBoard that are in 14 of 21 classrooms (including the library media center, which is available for use by all), use of online products such as streaming video, online encyclopedias, magazine databases, and the online library catalog; and use of Microsoft Office software where appropriate to the lesson. A targeted use of technology will lead to an increase in student engagement and will provide valuable life skills for the workplace or higher education, and will be promoted in every classroom, everyday where appropriate. Implementation will be documented in lesson plans, administrative evaluations, and classroom visits.

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. (461 of 5000 maximum characters used)

The changing culture of Emerson and its reputation has attracted highly effective teachers. As vacancies become available, teachers are calling and seeking a job here at Emerson. All of Emerson's teachers are highly qualified. Emerson continues to place only highly qualified teachers for classes. We have no trouble recruiting new teachers. When a vacancy becomes available, subs are used for a minimal amount of time before a qualified teacher is hired.

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. (1882 of 5000 maximum characters used)

Emerson plans professional developments based on the recommendations of the OSDE priority team, to adhere to the goals of the District, and as identified by the teachers after data reviews and new technology acquisitions. Appropriate professional development is offered on a continual basis. The District Avatar lists a variety of professional development opportunities which is ongoing available to teachers on a year round basis. The Administrator has attended

multiple workshops geared towards raising student and teacher performance and has fully participated in all administrative offerings provided by the District. Regular professional development training has been held for at least 2 faculty meetings a month for this school year in addition to the offerings available through the District. Teacher training and additional professional development occurs to better equip teachers to utilize this technology in the classroom. Students are able to utilize the technology across the curriculum to increase student understanding and achievement. We continue to develop our PLC's during the year. In addition, five staff members will be attending the National Alternative Education Association (NAEA) conference in 2018. This annual conference by NAEA provides outstanding, innovative, and professional services to education personnel both nationally and internationally to enhance programs, promote academic excellence, develop self-discipline, and create life-long learners in a multifaceted, diverse society. By sending three teachers, a counselor, and an administrator the information brought back will improve the expertise of all levels of staff at Emerson High School. This will benefit our students by providing current teaching strategies that are proven to be effective for at-risk students. It also will broaden the resources and services available to our students.

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. (705 of 5000 maximum characters used)

The OKCPS District offers 2 teacher career fairs yearly. Recruiting teams visit campuses in the hopes of recruiting graduating seniors. Vacancies are posted on the District Website so that the vacancies are advertised. When a new teacher is hired, the District provides on-boarding which includes familiarization with policies, procedures, acquiring technology equipment and information. Currently, Emerson has no problem acquiring highly qualified teachers. When a new teacher starts at Emerson High School our mentor teacher is able to help the new teacher adjust to alternative education. The mentor teacher shares strategies and resources so that the new teacher can focus on helping 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. (905 of 5000 maximum characters used)

Parent conferences and Parent University are offered to allow for interested parents to participate in Emerson High School. Materials and other resources related to courses or sessions to help parents with information on community resources available to them will help with parental involvement. We reach out to the community in a variety of ways. We encourage community partners, mentors, and visitors to participate in our activities. Emerson's Community Advisory Board meets monthly to discuss Emerson business and work on ways to help improve the climate and culture of the school. They are involved in recruiting community participation and donations of time, materials and money. Emerson is unique in that we have very few parents involved with their students through the school. Our students tend to live on their own, with families of their own, and are living an adult life in the community.

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. (541 of 5000 maximum characters used)

Emerson is an alternative high school. The transition of students from a feeder elementary, feeder middle school do not exist for Emerson. We receive all students by referral from the home school which encompasses all of the OKCPS high schools from the north, east, south, and west parts of Oklahoma City. Parents and students attend an orientation at Emerson after acceptance at Emerson and before attending classes. Our faculty does meet in vertical teams from grades 9-12 at this school but it does not take place outside of Emerson.

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. (1866 of 5000 maximum characters used)

Data is collected from pre and post testing, daily work, informal testing, and formative/summative benchmark evaluations. Data is analyzed by departments to determine if appropriate strategies are being utilized. Strategies are modified as a result of analyzing the data. Students are also responsible for tracking their individual data. Teachers work weekly with instructional facilitator to gear instruction to address student academic weaknesses. Materials to assess progress are utilized on a weekly basis to identify student goals and objectives not yet achieved to allow for monitoring of academic progress. Instructional components are modified to allow for re-teaching of concepts identified as unmet. As teachers work to incorporate these strategies into their daily professional duties, we are seeing progress in most areas. Faculty, in weekly departmental meetings, collect and analyze data from student feedback including daily work and testing applications. Benchmark assessments in all core areas are administered and results analyzed to determine student academic growth and needed instructional modifications. State testing information is analyzed to determine needed adjustments in school wide instructional strategies. Pre testing in all areas, benchmark testing data, formative and summative testing is collected and analyzed. Teacher made informal testing is utilized as well. Attendance has to be factored in relation to progress made. Mastery Connect is used to better facilitate the procedures and processes listed above. This program addresses individual student data, online benchmark assessments and immediate feedback for teacher's to evaluate their instructional strategies. Teachers meet weekly in PLC's to further analyze their teaching styles, student data, and learning news ways to interpret and correct the data shown.

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. (2236 of 5000 maximum characters used)

Teachers meet weekly in PLC's to determine best practices to address the learning needs of all students in the classroom. Incoming students who have not passed a core class are enrolled in an enhancement class as well as the core. Students are double blocked to ensure the best chance of academic success. Teachers have had ongoing professional development made available addressing differentiated instruction in the classroom, identifying types of learning styles, PLC's. Saturday School is provided to ensure students multiple opportunities to receive academic assistance as well as opportunities to make up absences due to work, illness, etc. Students are monitored on a weekly basis through an examination of the classroom data, monitored through daily work, formative assessments, and end of year exams. Faculty, in weekly departmental meetings, collect and analyze data from student feedback including daily work and testing applications. Benchmark assessments in all core areas are administered and results analyzed to determine student academic growth and needed instructional modifications. State testing information is analyzed to determine needed adjustments in school wide instructional strategies. Pre testing in all areas, benchmark testing data, formative and summative testing is collected and analyzed. Teacher made informal testing is utilized as well. Attendance has to be factored in relation to progress made. Emerson faculty and staff continue to utilize professional development to improve our teaching

strategies. District and building professional development is geared to address instructional strategies, evaluating data, and finding ways to meet individual students' needs. Most of our students arrive to our school without the resources necessary to be fully able to succeed. Community resources help meet some of the mental and physical needs of the student, but at-risk students do not have the basic materials to use at school. Items as basic as paper, binders, pens and pencils that are common place in a traditional school are expenses that our students are unable to meet. Emerson supplies students in the classrooms these basic supplies and supplemental materials so they can be successful.

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:	9/20/2017
LEA Data Entry submitted the application for review on:	9/20/2017
LEA Administrator submitted the application to OSDE on:	9/26/2017
Program Review completed on:	9/29/2017
Final Review completed on:	10/1/2017

Selectable Application Print

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

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

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

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Requested by Terry Fraley on 11/7/2017 12:53:14 PM

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