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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - F4 - 0240 GATEWOOD ES - Focus 2
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	Gayla Goff
Person Completing Plan	Gayla Goff

Name	Gayla Goff
Constituent Group	Principals

Name	Andrea Hernandez
Constituent Group	Teachers

Name	Marsha Ambrose
Constituent Group	Teachers

Name	Dee Moore
Constituent Group	Teachers

Name	Michelle Platt
Constituent Group	Teachers

Name	Rebecca Anderson
Constituent Group	Parents

Name	Hannah Cabage

Constituent Group	Teachers
Name	Jessica Coxson
Constituent Group	Teachers
Name	Julie Servin
Constituent Group	Community

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. (1830 of 2000 maximum characters used)

Gatewood Elementary School is in Oklahoma City Public Schools. Our district determines the curriculum that is used in the classrooms. Kindergarten through 5th grade use Guided Reading as outlined by our District. Our 6th graders use a literature series for reading instruction. All grades use Everyday Math for the math curriculum. Therefore, our vision for reform is that every child will be on grade level in reading and math. This will be accomplished as the district and school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state standards for reading and math. The school leadership team with the support of our district curriculum team, provides instructional decisions focusing on support for teaching and learning, organizational direction, and high performance expectations as outlined by GREAT EXPECTATIONS. In SY 2017, we are projected to have larger classes (25 and more) and only one teacher per grade level in our allocations. In order to provide individualized and scaffolding instruction, a Teaching Assistant (TA) will be added. The TA will work with teachers and groups to insure common language and teaching practices are consistent which ensures all students are receiving a quality education to improve their academic success. Our teachers will work closely with the TA to identify the role in instruction, lesson procedures and outcomes, and what feedback is needed from the TA in order to guide instruction for all students. As for the Literacy, Math and Mentor coaches, we are expecting that our instructional practices will increase rigor in lessons and student achievement. Guided Reading will be able to link student interest with books in their reading level and improve reading comprehension, inferencing and allow for word study (vocabulary) lessons.

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. (1283 of 2000 maximum characters used)

Gatewood's leadership team along with OKCPS develops, implements, and evaluates our comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. In SY 2016, Gatewood has adopted a data inquiry process in order to make data-driven instruction part of our school culture. School-wide Gatewood has collected and used 2015 OCCT scores, February Benchmark Data, Star360, RSA Tiered progress monitoring, phonemic awareness data, and iObservation data to ensure we reach our goal of maintaining and improving our OSDE State Report Card of a "C." In order to improve our grade, our teachers will utilize research based instruction and intervention strategies, and improve/increase parental support. This means that our students will need to score greater than 50% in Reading on OCCT and greater that 60% in Math on the OCCT. In addition to the OCCT data, we also used our only February Benchmark for grades 3-6th, as our primary indicator for Oklahoma Academic Standards to design school-wide instruction and interventions for our 2016-2017 Title 1 Budget. To evaluate the effectiveness of our Teaching Assistant, the Support Evaluation will be used in conjunction with teacher input and student intervention data.

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. (1132 of 2000 maximum characters used)

The Gatewood faculty uses Benchmarks, OCCT data, formative assessments, progress monitoring, surveys, attendance, suspension rates, office referrals data to continuously monitor and modify instruction to meet student needs and support proficient student work. Gatewood's leadership team functions as an effective learning community and supports a climate conducive to performance excellence. Due to a decrease in staffing allocations, we will have data meetings during our PLCs after school, which requires stipends and benefits that will be paid from our Title 1 Budget. MasteryConnect provides real-time formative assessment results, enabling teachers to immediately address the needs of both high- and low-performing students. This ensures that all students' individual needs are met. There are 17 OKCPS schools using MasteryConnect and have improved student achievement by approximately 30%. By networking with the MasteryConnect community of users, we will be able to collaborate with our OKCPS schools and other teachers around the nation, thereby improving instruction with lessons, grading tools, resources and assessments.

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. (585 of 2000 maximum characters used)

Data is collect by both the classroom teacher and administration, which is reviewed during data meetings and PLCs. The variety of classroom and district assessments allow us to measure the growth of individual and whole-group learning. Data is also used to determine PD for teachers, intersession grouping, interventions and what materials are needed to supplement our curriculum. In addition, our district has selected that we use a Literacy, Math and Marzano Mentor coaches who will receive a yearly stipends and benefit to coach our teachers in the used of data-driven instruction.

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.

(1044 of 5000 maximum characters used)

We will be utilizing Title 1 funds, district & state general funds, and utilizing outside grants and volunteers to help us improve achievement. Title 1 interventions include: supplemental materials for instruction (supplies, Science Weekly, Mountain Math), stipends for Lead ELA, Math, and Marzano Mentor, Instructional Coach salary for an extra day, myOn electronic books, Registration for GE, GE Mentor Coach for PD, stipends for PD, paper and toner, and parent involvement educational supplies. District PD includes: SIOP strategies and WIDA implementation, Marzano High Yield Strategies (District PD), Action Based Learning Lab (Healthy Schools of Oklahoma Grant 2016), Lead Mentors (Title 1) to improve instructional practices, and book studies (District PD). We will also use Mountain Math (Title 1) to improve math, as well as free site licenses from Imagine Math for our 3-5th graders to help support our OAS Math Standards. We also use outside services like volunteer tutors, mentors and book buddies to improve academic achievement.

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 (2931 of 5000 maximum characters used)

Gatewood's leadership is organized to maximize use of all available resources to support high quality performance of students and staff. We use school reform strategies which are based on scientifically based research (SBR). Gatewood's educators utilize Marzano' s High Yield Strategies as documented in iObservation, For example, learning goals posted in "kid friendly" language, or "I Can" statements that allow students to monitor their level of understanding, and have timely feedback from their teacher. Our district selects our core reading, math, science and social studies curriculum. We will continue to use the District's guided reading approach and Everyday Mathematics which are aligned to the Oklahoma Academic Standards. Extended learning time is provided to students at Gatewood Elementary School through the opportunity to participate in Intersession that occurs during our breaks. Students are invited to attend based on data and teacher observations. Gatewood utilizes data from our WAPT, WIDA, Mastery Connect, Fountas and Pinnell benchmark reading assessments, OKCPS February Benchmark, and 2017 OSTP scores to monitor progress on students' achievement and plan for interventions to ensure every student's academic success. We utilize SBR best practices with PLCs (Educational Leadership: May 2004 | Volume 61 | Number 8, Schools as Learning Communities Pages 6-11) to analyze and discuss data driven instruction, student needs and track data on our data walls. Student achievement is increased with engagement. Kagan Structures are aligned with the principles of brain-compatible learning. They provide a safe team context and interpersonal support, so students feel secure. Because of the stimulating interaction and intelligence shifts, the Kagan Structures create high stimulation and novelty, which are conditions for brain-compatible learning. Every structure has an embedded curriculum that we use in our district. Some of the most valued outcomes in education are obtained through the use of Kagan Structures, including cooperative skills, character development, multiple intelligences, emotional intelligence, diversity skills, teamwork skills, and higher-level-thinking (Source: https://www.kaganonline.com/grants/frequently_asked_questions.php). Technology is another area our teachers use to increase student engagement. In SY2016, with 515 monies and 511 monies we purchased new SmartBoards for every classroom to increase interactive lessons and increase resources for teachers through Smart Exchange. Evidence from reform strategies include PLC meeting minutes, report cards, formative and summative assessments, OSTP results, professional development sign-in sheets/certificates and lesson plans. In order to continue with this progress, we will purchase 4 lightbulbs for the SmartBoard projectors to ensure these items are maintained and used to increase student engagement.

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. (1305 of 5000 maximum characters used)

All certified teachers and paraprofessional staff are Highly Qualified either through certification tests, HOUSSE, or alternative certification requirements. Our paraprofessionals are HQ as reflected by their level of college experience with by 48 hours of college credits or successfully passing the Work Keys Test, and when appropriate are tested using the Bilingual Translation Testing from our Language and Cultural Services. All current and future applicants are required to bring their college transcripts and certifications to their interview to ensure all candidates are highly qualified and certified in the correct academic areas. In our district handbook and in our Title 1 documentation, we have a sample letter that would be used to notify parents when students are taught by a non-highly qualified teacher for more than four (4) weeks, which includes substitutes if a teacher is out for FMLA or maternity leave. As we move into SY2018, we will look for ways to use data to track HQT degrees and certifications with student data.Monitoring/Compliance Documentation:-"Parent's Right to Know" notification Letter-Sample parent notification regarding teacher's qualification and status for district's Highly Qualified status-Data Collection tools for HQT information and certifications

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. (2765 of 5000 maximum characters used)

Data from lessons, iObservation, and GE evaluations are analyzed by the teachers and the principal to discuss the professional development needs of our school that will impact student achievement. We utilize GE mentoring, A+ integration PD, Instructional Coaches, and district department specialist to increase the pedagogy and knowledge of our teachers. In SY2018, we will focus on Professional Learning Focus in iObservation. In the 2017-18 school year,

all School districts shall incorporate the Professional Learning Focus on a pilot program basis, where every school shall participate. Teachers will utilize our TLE department and Instructional Coach to assist with each teacher's on professional learning plan. Data collected on students and from the teacher's evaluations will be used to assist in determining areas of need or growth. We are a GE Model School and have a mentor to assist us with the 17 Teaching practices of great teaching. Peer observations are conducted annually to increase Marzano teaching strategies, use of data to track student progress towards learning goals, and classroom management techniques. District Book study for Daily 5 and Cafe 5 will occur in SY2018 to increase our knowledge and build common language regarding Balanced Literacy and Guided Reading. Implementation of newly implemented programs like Mastery Connect and Action Based Learning Lab, will include professional development. In SY2018, we will have our Instructional Coach assist with our new reading series, Benchmark Literacy.Kagan Structures engage a variety of learning styles and intelligences so each learner has opportunities to learn in his/her preferred style. The Kagan Structures allow an easy format for ongoing authentic assessment. In a traditional classroom, when a teacher checks for understanding after presenting, typically the teacher will ask a question of the class. Often only the brightest or most motivated students raise their hands. The teacher ends up hearing from a very unrepresentative sample of the class giving the illusion there is far greater understanding than is actually the case. In contrast, when teachers use Kagan Structures they get a very authentic, ongoing assessment of the class because, as the students are engaged in structures, the teacher walks around listening. A representative sample of the class is sampled, not just those who want to show off that they know. This allows teachers to fine tune their input, to better adjust to the actual levels of their learners.All Professional Development (PD) will have documentation of sign-in sheets, mentor logs, and Professional Learning documentation for each teachers' plan. We will analyze OSTP scores and assessments to evaluate professional development.

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. (972 of 5000 maximum characters used)

We utilize job fairs, both at OKCPS, universities, and other educational venues to attract highly effective teacher candidates. We promote Gatewood's diversity of families, positive school climate, award winning school, prime location in OKCPS, and the support of our community. We attract highly effective teachers with the support we offer to our teachers. We support our teachers with a Literacy, Math and Coaching Mentor to increase our pedagogical skills and knowledge. Each new staff member is supported with a teacher mentor at Gatewood. Regular meetings with the mentor help improve the process and increase retention of highly effective staff members. Recently, each staff member wrote what was important about Gatewood. This helps keep us focused on what is important at Gatewood - our students, staff and community. Evidence for recruitment and retention will include job postings, career fairs information and teacher collaboration from our mentoring program.

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. (2602 of 5000 maximum characters used)

Our Parent Involvement Policy and Parent-School Compact has been uniquely created for Gatewood. We involved parents and our parents are provided these two documents along with the Oklahoma Academic Standards and RSA requirements to our parents during our Title 1 Parent Night, which is schedule during September/October of each year. We have three Parent Conferences each year to discuss the progress, monitoring, services and academic growth of each student. In SY2017, we implemented new student information system called Infinite Campus. Parents will be able to access teacher's gradebook, student attendance, and behavioral referrals. In addition to Infinite Campus, teachers are required to contact parents on a regular basis. A parent contact log is kept in each Academic Progress Plan (Green Folder). Our district offers many parent meetings throughout the year for RSA, Saturday Information sessions and translators are provided for all school and district events. We will have 2 family nights (reading and math night) which helps our families to participate in math standards in action as we strengthen the reading comprehension, mathematical application, problem solving, and communication skills of students through the power of family interaction. We will use Title 1 monies to buy supplies and/or snacks to help our families. A Parent Newsletter is sent monthly by our PTA which includes strategies parents can use at home and PTA meetings. Informal surveys have been utilized with the staff to identify the needs of the school. This year in May we networked with the Possibilities Program and began surveying the neighborhood to reach out to the community. In SY2018, we will have informal sessions once a quarter with the principal to gain their input. We do meet quarterly with our CAB to discuss ways in which they can help the school function better. They have been instrumental in helping our 2nd and 3rd grade students with reading buddies to improve fluency and build a positive mentor program. We have Title 1 parent nights once a semester for reading and math to help parents work with their children at home to improve academic success and enjoy family time. Our local community and PTA have parent nights outside of school where they meet informally for movie nights or to use our playground for soccer and enjoy our playground. Evidence includes: Notification to Parents of Annual Parent Title 1 Informational meeting,

agendas, and sign-in sheets for Title 1 and RSA Meetings, conference sign-in sheets, and signed compacts and Parent Involvement Policies.

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.

| Choose File | no file selected |

Uploaded Files:

2018 Parent_School Title 1 Compact-20170925010350-26774.docx
Parents' Right to Know Letter Regarding Teacher Qualifications final-20170925010408-26774.doc
Title I Annual Parent Meeting Agenda 2018-20170925010326-26774.doc

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. (2202 of 5000 maximum characters used)

Our critical transition points at Gatewood include students coming to Pre-K, Pre-K to Kindergarten and Elementary to Middle school. This year we will be doing three Smart Start sessions to introduce children birth to age 4 to our school and prepare them for school. In May of each year, we do a Pre-K Tour and invite the community to come and see what our Pre-K students are learning. Our CAB often assist us with this tour. Our school counselor comes one day a week and teaches social skills and coping skills for all grades as they transition from one grade to the next. Pre-K teachers and Kindergarten teachers work collaboratively together throughout the year and students have recess and lunch together. We have a Back to School event (Cookie Lookie) for students and parents to come and meet the teacher prior to beginning school. At the end of the year, our students have time to visit each grade level they are transitioning into for the next year during the last week of school.Our students who will be transitioning to Middle school, we invite the counselor and Assistant Principal from Taft, and they do a presentation each spring for our 5th graders going into 6th grade. Parents are invited and also attend Parent night for incoming 6th graders at Taft prior to the next school year.Since our staff is small, we do vertical planning once a quarter in staff meetings or PLCs. This enables us to discuss student engagement, math and reading lessons, student data to drive instruction and behavior/classroom management strategies. We also do professional development during PLCs as necessary or required by the State or District. During PLCs and at the beginning and ending of each year, as a staff we discuss transition points to make it easy for our new students to assimilate into Gatewood and follow procedures and routines. When a new student arrives at Gatewood, a tour is given as time allows, and the teachers have a buddy student who helps them navigate the procedures during their first few weeks at school. We evaluate our transitional strategies at the end of every year to identify ways to improve our process and make Gatewood a better place for academic learning.

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. (2115 of 5000 maximum characters used)

Leadership, FAC and other committees are listed and staff members sign up where they feel their strengths and interest could be utilized to their fullest potential. If a staff member is needed on a committee, they are recruited to provide their thoughts and talents as well. At Gatewood, staff input is always requested before a final decision is made when applicable. The decision making process begins with the leadership team as well as in staff meetings. If our staff determines that a decision, process, procedure or collaboration item, is good for our students and community and will benefit students' academic success, then we discuss it and vote on the item. We also take suggestions from the staff on how to better improve the school process and operations, which includes analyzing and collecting data. Evidence includes copies of sign-in sheets at meetings, PLC meeting minutes, copies of assessments used and how they align with Oklahoma Academic StandardsEach teacher collects data on their students in Reading and Math. In our conference room, each teacher places data cards on various STAR 360 levels. These data boards are monitored and updated each benchmarking period (3 times per year). Data folders will be used across all grade levels. Students will identify 4 main areas: Star Reading, Star Math, Attendance and grade level assessment. This will allow students to track their progress throughout the year, which will be shared with parents during our 3 conference times.Weekly classroom assessments are given to see if they are gaining the necessary skills that are taught that week to ensure success. Teachers review the data to determine how instruction should happen, whether small group, whole group or individualized instruction. "At-risk" learners are identified using district screeners and the RTI process is put in place to adjust instructional strategies. Alternative assessments like DIBELS and easyCBM, are given to track gains in skill level content areas. RTI assessment data is tracked and used to determine if referring for special education testing is warranted.

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. (1902 of 5000 maximum characters used)

Teachers complete the district universal screener for reading and math within the first 5 days of enrollment for all students to determine their individual academic needs and reading levels. Students identified as "at risk", or below grade level standards, receive extra intervention services or tiered instruction, and are progress monitored frequently. Teachers also meet the needs of all students with data driven instruction, small grouping, differentiated instructional strategies and researched based engagement strategies (Marzano Instructional Strategies). Teachers receive professional development throughout the year regarding academic and behavioral strategies. Our Lead Literacy mentor, Lead Math mentor, a Lead Mentor for instructional strategies, and a two-day instructional coach, assist teachers with various instructional strategies and increasing academic rigor for all students. Our students how are served with an IEP, 504 Plan and LIEP (ELL) services have additional targeted instruction during the school day. Our Community Advisory Board (CAB) organizes our volunteer reading buddies program for our 2nd and 3rd graders to read with a mentor once a week to building fluency and vocabulary for their grade level. PBIS is used school wide. Common procedures have been developed and are in place building wide. Teachers and staff will meet monthly during PLCs to identify students who need additional support for academic and behavioral interventions. Our new Instructional Coach, Ms. Hernandez, is well versed in PBIS

and behavior strategies and will assist teachers in this area as well. We are a Great Expectations (GE) Model school and we use the 17 best practices to provide the best climate for learning and have high expectations for all students. Additionally, appropriate instructional strategies are used in accordance with our Marzano Instructional Framework.

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:	9/25/2017
LEA Data Entry submitted the application for review on:	9/25/2017
LEA Administrator submitted the application to OSDE on:	9/26/2017
Program Review completed on:	10/12/2017
Final Review completed on:	10/15/2017

Selectable Application Print

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

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

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

Request Print Job

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