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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - A5 - 0244 GREEN PASTURES ES - Priority

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

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Schoolwide Plan

**Plan
submission
due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Legislation:

ESSA, Section 1114

Regulations:

Designing Schoolwide Programs, Non-regulatory Guidance, March 2006
LEA and School Improvement, Non-regulatory Guidance, June 2006

OSDE

**Program
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Needs Assessment Step 1: Identify Planning Team (*Must include at least one parent and one teacher.)

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

Name of Site Principal

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

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. (710 of 2000 maximum characters used)

At Green Pastures Elementary we believe in building a positive and nurturing environment so that all learners believe in their power to embrace learning, to excel and to own their future. Green Pastures will be a high performing elementary school by reaching the mind, body, and spirit of every child. We will accomplish this by ensuring: All students and staff will be actively engaged in authentic learning opportunities utilizing technology, movement, and social emotional integration. GPES will be a safe and healthy model school promoting a climate of mutual respect. GPES will provide opportunities for parents to partner with teachers to improve academic goals and build positive working relationships.

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. (1969 of 2000 maximum characters used)

Green Pastures 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 2017, Green Pastures will continue to use the OSDE data inquiry process in order to make data-driven instruction part of our school culture. School-wide, Green Pastures collects and uses 2016-2017 OSTP scores, February Benchmark Data, RSA Tiered progress monitoring, ELQA data, and iObservation data to ensure we reach our goal of improving our OSDE State Report Card of an "F" and increase attendance rates of students. In order to improve our State Report Card grade, our teachers will utilize research based instruction and intervention strategies based on student needs, and improve/increase parental support. In addition to the OSTP data, we utilize Mastery Connect assessments in our testing grades to guide how well our students are mastering the Oklahoma Academic Standards (OAS). We also use our District August/February Benchmark for grades 3-5th, as our primary indicator for OAS mastery to design school-wide instruction and interventions for our 2017-2018 Title 1 Budget. We also use data compiled from student enrollment. Student information includes enrollment, special education, demographics, ethnicity, mobility rate, and free and reduced lunch. We pull discipline data and attendance from the student information system and PBIS. After compilation, we share the information with staff during staff meetings, PLC's and PBIS data reviews. The data is used to inform and drive planning and instruction. This data is reviewed quarterly. Instructional data is collected by administration and Icoach through classroom walkthrough as well as formal observations. Implementation strategies and student engagement levels are noted. Individual feedback is given but data is used to determine professional development needs.

Step 4: Identify Data Sources

The planning team is responsible for gathering and organizing data related to the focus areas in the school profile. Quantitative and qualitative academic data (benchmarks, common formative assessments, progress monitoring), and non-academic data (student surveys, attendance, suspensions, graduation rates, etc.) should be used.

Oklahoma Nine Essential Elements, #2, #4

Describe school's available data sources. (981 of 2000 maximum characters used)

Green Pastures faculty uses District Benchmark/Performance Assessments, OSTP data, Fountas & Pinnell Reading Levels, WAPT, WIDA, formative assessments, progress monitoring, surveys, attendance, suspension rates, and office referral data to continuously monitor and modify instruction to meet

student needs and support proficient student work. We have PLC meetings once a week with every grade level to assess student achievement. We will continue to use Mastery Connect to measure student mastery of Oklahoma Academic Standards (OAS). Mastery Connect 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. We can also network with the Mastery Connect community of users to collaborate with other 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. (1072 of 2000 maximum characters used)

Data is collect by the classroom teacher, Leadership Team and administration, which is reviewed during our data meetings and PLCs. We focus on two main ways classroom teachers can use student assessment results as part of the data-driven decision-making process: (1) developing specific intervention strategies for individual students, and (2) revising instruction for entire classes or courses. The variety of classroom and district assessments allows us to measure the growth of individual and whole-group learning. Additionally, we use our data to determine PD for teachers, intersession grouping, interventions and what materials are needed to supplement our curriculum. Our OSTP tests indicate a basic knowledge of OAS standards across a broad domain of content. This summative data helps us determine where our instructional focus should be for the following year. Furthermore, our district has selected that we use Literacy, Math and Lead Mentors who will receive a yearly stipend with benefits, to prepare our teachers in the use 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.

(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 (2816 of 5000 maximum characters used)

The students at Green Pastures consistently perform below the state and district standards on benchmark and state tests. Factors that will contribute to the improvement of students' successful performance are: faculty maintenance (hiring and maintaining quality teachers); setting a positive environment (Implementing PBIS into the culture of the school); building cohesive teams (developing responsible teams among the staff that addresses the needs of students both academically and socially); This concept encourages internal buy in of the goals by instilling trust and individual responsibility. Goal focus-this concept encourages the teams to set SMART goals; goals that are realistic and attainable. The students will have the opportunity to participate in an after school program which provides them with tutoring assistance. Students are also given the opportunity to attend intersessions three times a year as well as summer school. Student achievement is monitored through F&P assessments three times a year as well as Mastery Connect assessments district-wide three times a year and building-wide weekly. We also give performance assessments twice a year per district standards. Every classroom is equipped with a smart board and a document camera, those that are no longer working will be replaced this year. This equipment is made available to assist the teacher when delivering instructions and extending the lessons and with student engagement. Technology Chromebooks will be used to enhance instructional strategies within the classroom and provide additional support for increasing student achievement through more interactive lessons. Chromebooks, Projectors, and Smart Boards will be monitored through weekly evaluation of curriculum and lesson plan binders during classroom visits and scheduled PLC time. Teachers will use a variety of methods to assess student progress through the use of the laptops. These will be ongoing assessments. Chromebooks will also provide motivation for students by increasing student engagement in the classroom. Each teacher will have five Chromebooks to use in their classrooms for center time. This will help with the guided reading part of balanced literacy by enabling students to have one to one access with the Chromebooks during this time. Students will be able to take assessments, practice writing skills, and work on interactive lessons at their own pace to ensure more differentiated instruction for students. We will also be able to have one grade level go to one on one teaching with Chromebooks when we purchase more this year. This will allow us to see how one to one Chromebook use increases student engagement and increases student achievement and attendance. They will be able to work at a self pace and be more self-directed in their learning.

Monitoring/Compliance Documentation

- Evidence that reform strategies are being implemented and effective including curriculum mapping documents, extended day/year data, and core curriculum assessment data.

Qualified Teachers - ESSA, Section 1111(2)(J)

LEAs will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Also, LEAs will ensure that high poverty or low performing schools are not staffed with disproportionately high numbers of teachers who are ineffective, inexperienced or out-of-field.

A qualified teacher must hold a minimum of bachelor's degree; obtain full Oklahoma certification or an Oklahoma teaching license; and demonstrate subject matter competency in each of the academic subjects in which the teacher delivers instruction. Qualified paraprofessionals must have completed at least 2 years (48 credit hours) at an institution of higher education; obtained an associate or high degree; or completed the Oklahoma General Education Test (OGET) or the ParaPro or Work Keys Test and achieved a passing score.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Do all teachers and paraprofessionals at the school meet the qualification requirements in the State of Oklahoma?
- If not, what action plan has been developed to assist the teachers/paraprofessionals in reaching qualified status?
- Does the school offer incentives for advanced degrees and/or National Board certification?
- Have all parents been notified of their right to request information regarding the qualifications of the qualified teachers and paraprofessionals?
- Has a template been created for notifications to parents when students are taught by a non-qualified teacher for more than four (4) weeks?
- Have data charts been created to display qualified data including degrees earned and years of experience?

Describe the process for ensuring instruction is delivered by Qualified Teachers. (672 of 5000 maximum characters used)

All teachers at Green Pastures are highly qualified and all paraprofessionals have met the requirements for highly qualified status. Green Pastures does not offer incentives for advanced degrees or National Board certification. During the annual Title 1 notification meeting, parents are notified of their right to request information on teacher and paraprofessional qualifications. A template has been created for notifications to parents if students are being taught by a non-highly qualified teacher for more than four weeks. Our yearly District Statistical profile includes a chart that displays highly qualified data, including degrees earned and years of experience.

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. (2006 of 5000 maximum characters used)

Green Pastures teachers and staff have collectively created and developed a plan for professional development. Each teacher was asked to complete a self reflection sheet indicating the professional strengths and weaknesses. The plan is focused on creating a classroom environment that allows for students to collaborate in both large and small groups. The Marzano I-observation tool was used to gauge and determine the area of need for each teacher. Through

using the Instructional coach, each teacher will be given the opportunity to gain experience and collaborate with a more experienced teacher both inside and outside the building. Our school has developed a professional development plan. We used staff input from PLC discussions, staff survey, and assessment data to determine needed professional development. The Instructional Leadership Committee outlines a preliminary plan. Professional development plans are reviewed and updated throughout the school year. All plans are aligned to the curriculum, with school goals and vision. Effectiveness of professional development is determined through staff discussion, principal monitoring, walk throughs, PLC, and implementation of strategies. This year's focus is to increase student engagement by expanding teacher knowledge through professional development. Our needs assessment has shown that student engagement is needed to increase achievement in core subject areas in order to increase academic achievement. In addition to building professional development, teachers and principals develop personal plans of improvement based on conferences with principals, I-Coach, testing results, Marzano evaluations, and personal reflections. It is expected that all staff view themselves as a lifelong learners. Stipends have been written into our plan to provide for professional development. Some teachers will facilitate professional development and teacher mentoring from master teachers which provides the ability to sustain 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. (1898 of 5000 maximum characters used)

Recruitment: OKCPS school district hosts an annual job fair. The district promotes the job fair among local universities as well as with out of state colleges. The principal utilizes district website to identify potential candidates and sets interview schedule. Members of the building Instructional Leadership Team participate in conducting interviews and selecting teachers. Teachers and paraprofessionals must meet highly qualified status. Retention: OKCPS offers a teacher orientation prior to the beginning of school each year. Teachers are offered training and support opportunities throughout the year at the district level. Within the building, Green Pastures builds in support systems for new teachers. Any teacher new to the building is assigned a mentor teacher and is monitored by the Lead Mentor. The mentors are responsible for assisting the new staff member in basic school operations as well as providing support through identification and attendance of professional development. The support members work closely with each new member through classroom visits and informal discussion. Principals gather information on needed training support through walk-through observations, conversations, academic data, surveys and discipline data. Professional development may consist of small group training on trend items or one-to-one training on specific area of weakness. Each staff member selects a personal and professional goal yearly. Goals are monitored for progress recording in Teacher Leader Effectiveness (TLE). With such a high number of Emergency Certified teachers at Green Pastures the last two years we have implemented a new program for these teachers to help them in practicing, studying, and passing their three State teaching exams needed to become alternatively certified teachers. In doing this we are hoping to retain

these teachers and reduce our turnover rate at GP.

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. (2022 of 5000 maximum characters used)

Green Pastures does have a Parent-School Compact that students and parents are required to read and sign upon enrollment. Sign in sheets are collected at each parent involvement activity and teachers are debriefed on effectiveness of the activity. Parent surveys are completed using online resource and paper. Parents are sent informational notes weekly before activities and are called the day before as a friendly reminder. Thursday folders go home with students on a weekly basis. The folders contain pertinent information for parents on school and classroom activities, homework, and other information. Parents sign these and return them. We provide Early Birds four times per year for incoming pre-k and kindergarten students with the Spencer community. We hold a "Meet the Teacher Night", and have parent conferences a minimum of twice a year, with times available during the day and evening to accommodate parent schedules. Teachers meet with parents more often as needed. Teachers are required to make positive contact with parents and guardians a minimum of once per quarter. Academic State Standards are made available to parents through notes home, at parent conferences, and during academic nights. Parents are given access to the online grade book. Teachers send home quarterly progress reports and inform parents more often if the student is at risk of failing. Teachers are required to get a parent signature within the first 30 days of school on the APP, Annual Progress Plan if the student is below grade level in reading. Title 1 meetings and RSA will be scheduled within the first month of school year. Parents will be informed through notes and phone calls, as well as personal contact from teachers. Parent surveys indicate parents are not receiving notes and phone calls. To address this, we will be using an app for education, Blooms, to provide instant contact to parents. Similar to a social media account, Blooms will allow teachers to make classroom and private posts to keep parents informed.

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. (2272 of 5000 maximum characters used)

Each year the school introduce the students to teachers and the level they will graduate into (A Sneak Peak). This allows the teachers and the student to get acquainted with one another as well as provide opportunity to glance at the curriculum and the expectations for each level. Parent will be given a chance to see what is expected of their child as well by taking advantage of the orientation night. Staff members will be given one staff meeting per month to meet in vertical teams in order to align and discuss protocol, procedures and academic data. One of our critical transition points at Green Pastures is from home to pre-kindergarten. This transition is eased by Early Birds, which is available this year as a collaboration in the Spencer community. This is a Head-Start program supported by the state (through Smart Start Central Oklahoma) that is designed for parents. It is a school readiness program that provides resources to parents that can be used at home to incorporate purposeful play and provide for school readiness. Through Early Birds, the school is able to begin to build a positive relationship with parents, current students, and future students. Fifth grade is also a critical transition point. Our students visit Roger's Middle School at the end of each year. Fifth grade students are instructed in note-taking skills, testing skills, self-regulation and organization to aide them in middle school. We feel that each grade level is an important transition point. During the last month of school, emphasis is placed on preparing all students and parents for transitions. Vertical meetings will be held quarterly utilizing the training and skills from our ICoach. These are focused on helping teachers to understand the expectations of the curriculum in previous and future grades. With a highly mobile population, we are implementing a social/emotional program to build culture and climate within classrooms and school. This is designed to assist students in assimilating to the new environment as well as teach social skills which would otherwise prevent academic engagement. This is in line with the schools in my region. 3 of the 4 elementary schools will be utilizing which will assist as our students move back and forth between schools.

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. (1391 of 5000 maximum characters used)

PLC meeting are held each week with each grade level. In these meetings the discussion is centered around student academic performance. This discussion is generated by the data brought to the meetings by the teachers and the data recorded by the assessments given through F&P and the Mastery Connect data assessment tools. The teachers keep weekly data chart and data walls depicting student progress. The data room contains the main data wall for the school where data is followed through quarterly assessments. Teachers meet weekly in Professional Learning Communities to review testing data, select assessments, and review classwork. We will rotate the emphasis of PLC meetings. "A" week will focus on curriculum discussion and evaluation, along with teaching strategies. "B" week will focus on data dis-aggregation and interpretation. We discuss various reports and use them to inform teaching and learning. Teachers collaborate with each other, principals, and ICoach to adapt instruction to meet the needs of the students. The adaptations are monitored by principal observation and evaluation, and through lesson plans. Teachers ensure the assessments are aligned with the State standards. The Fountas and Pinnell, summative and formative assessments, along with the current reading curriculum chosen by the district, and curriculum unit tests in core subjects are used to gather data.

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. (2326 of 5000 maximum characters used)

Academic interventions are conducted based on performance data. Students scoring below level will receive additional instruction time in Reading and Math. This will be conducted by classroom teacher or co-teacher. Students scoring far below will receive additional time in Reading and Math which may be conducted by a co-teacher in a pull out program. According to discipline data, the majority of referrals were disruptive behavior. This behavior ranged from failure to follow directions to outright displays of defiance. Additionally, the majority of the referrals belonged to the same group of students and teachers. Looking closely at this data, we will implement a school wide social/emotional program in order to build rapport with all students and ensure all adults are consistent with expectations and actions. Teachers consistently analyze data and teaching strategies to meet the learning needs of all students in the classroom. All students keep personal data folders to help students understand their academic strengths and weaknesses. Our focus on Technology, Whole Brain Teaching, PBIS, Ruby Payne training and Cooperative Learning Strategies will help meet varying needs of students. Observations and walk-throughs will be conducted regularly. Instructional Leadership Team will review that data, along with assessment data and provide building training to improve effective teaching. Students are pulled into small intervention groups to receive any additional assistance that is needed in all subject areas. Students are

identified and monitored based on district assessments, teacher observations, formative and summative assessments, and daily school work. Data will be kept to ensure that students are making adequate progress. We look for class trends as well and individual student data. Students keep their own data in personal data folders that are used to set SMART Goals. Data from our Tiered Discipline records and from principal referrals is used to determine behavior interventions. We will be using PBIS, Second Step and technology to help these students. Walkthroughs will determine areas of weakness. We will utilize the instructional coach as well as administrators to determine the research-based strategy and provide professional development in small groups or at staff meetings as needed.

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:	9/17/2017
LEA Data Entry submitted the application for review on:	9/17/2017
LEA Administrator submitted the application to OSDE on:	9/26/2017
Program Review completed on:	10/9/2017
Final Review completed on:	10/10/2017

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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