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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - H1 - 0260 HAYES ES - Priority
Project Period:	7/1/2017 - 6/30/2018
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Schoolwide Plan

Plan submission due dates:	Non-Designated Title I Schools - May 1, 2018
	School Improvement Designated Sites - October 1, 2017
Program:	Title I, Schoolwide Plan/School Improvement Plan
Purpose:	A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.
Legislation:	ESSA, Section 1114
Regulations:	Designing Schoolwide Programs, Non-regulatory Guidance, March 2006
	LEA and School Improvement, Non-regulatory Guidance, June 2006
OSDE Program Contacts:	Debbie Pham, Program Specialist Email: Debbie.Pham@sde.ok.gov Phone: 405-522-1929
	Shelly Ellis, Executive Director Email: Shelly.Ellis@sde.ok.gov Phone: 405-522-3263

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

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

Name of Site Principal	Michelle Seybolt
Person Completing Plan	Michelle Seybolt

Name	Michelle Seybolt
Constituent Group	Principals

Name	Monica Russell
Constituent Group	Parents

Name	Natalie Britingham
Constituent Group	School Leadership Council

Name	Leslie Schmitt
Constituent Group	Principals

Name	Paraprofessional Surveys
Constituent Group	Paraprofessionals

Name	Kelli Rogers
Constituent Group	Teachers

Name	Peg Hutchinson

Constituent Group   Teachers

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. (395 of 2000 maximum characters used)

Hayes Elementary will focus on small group, differentiated instruction in each classroom and at every grade level. Ground work has been laid and teacher training has begun to prepare for this focus. Students learn better in small group settings and with more direct, intense instruction. This year we will focus on 100% student success, engage parents and partners, and teach to zero failure.

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. (298 of 2000 maximum characters used)

We use our school profile to guide the instructional mode, to hire best fit, to determine how we spend our title money, and to help determine what drives parental involvement. The lower percentile helps us determine how we will level classrooms and assign students to intense remedial instruction.

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. (397 of 2000 maximum characters used)

At Hayes Elementary we use several data sources to inform our decision-making and intervention strategies:Discipline data from Infinite CampusAttendance data from Infinite CampusSTAR Reading and Math benchmark scoresFountas and Pinnell Running Record scoresData from assessments made in Mastery ConnectTeacher anecdotal records and observationsTeacher surveysStudent surveysParent surveys

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. (1412 of 2000 maximum characters used)

Data is collected weekly, monthly, and yearly (depending on the data source) to make data driven instruction part of our school culture. Data is discussed weekly in PLC and vertical teaming meetings, as well as quarterly in faculty meetings. Data Notebooks are updated as each new assessment is completed. RtI and RSA folders contain the individual student progress and are used as the main source for intervention determination and tracking. School-wide Hayes collected and used , Leveled Literacy running records, regular progress monitoring, phonemic awareness data, and iObservation data to ensure we reach our goal of making closing the achievement gap with our students. In order to meet this goal, our teachers will utilize research based instruction and

intervention strategies, and improve/increase parental support. The staff at Hayes Elementary met weekly in vertical teams or grade level teams to analyze student data and plan for instruction. The campus leadership team also met monthly to analyze student data across the school and find trends affecting student achievement. Those trends were then presented in staff meetings and plans of actions designed in specific grade levels and vertical teams. At Hayes Elementary we include a parent on our leadership team. This has been crucial for us because it allows us to hear a parent's perspective as to the reasons driving our student data.

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.

(1766 of 5000 maximum characters used)

Hayes Elementary ties all provided funding to the campus improvement plan and district initiatives. The school also partners with the Hayes PTA, United Way, Sunrise Rotary, Donors Choose, Partners in Action, and the city of Oklahoma City employees as they raise money or volunteer for projects that are important to the overall success of every student at Hayes Elementary. For example, an area of weakness at our school is overall student reading achievement. For the 2017-2018 school year, we used Title money to provide 2 reading remediation specialists and 2 reading remediation teacher assistants. Our reading remediation specialists are targeting tier 3 students and using the reading remediation teacher's assistants to help push in to classrooms to support tier 3 students in the classroom. Our reading remediation specialists are also working with individual teachers to ensure they understand how to use all of our materials effectively in our building, like our guided reading book room. Another area we use consolidation of funds is our library/media center. Our library/media center is the central hub or our school and every student in our school visits the library at least one time each week. In order to keep our library relevant and engaging, books are purchased each year based on student interest and readability level. This year our focus is to ensure we have a large collection of award winning books at all reading levels, high interest science fiction, and books written in dual languages, specifically Spanish and English. Our coordination of federal ans state funds has allowed us to focus on the entire educational program of reading and will impact students achievement and move them toward being proficient readers and writers.

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 (5000 of 5000 maximum characters used)

In addition to district curriculum and materials we utilize Leveled Literacy Intervention Kits in grades K - 4th. Campus personnel continue to create and utilize the reading and mathematics stems as instructional supports and strategies to improve academic performance in the testing grades. We utilize whole group, small group and individual instruction through the grade levels to ensure student needs are met. This year our teachers are using Benchmark Literacy, and book studies in reading, writing, and mathematics to bolster pedagogy in the classroom. Another strategy we are using this year is partnering with an Oklahoma author for writing workshop lessons. This will make writing relevant to students and teach students necessary writing skills in an authentic manner. District personnel as well as outside professionals deliver ongoing instructional professional development to better meet the needs of our ELD students and struggling learners. Professional development is also offered through the LLI kits and basic reading comprehension skills, mathematics comprehension and everyday math skills and meeting student needs by learning about each specific student and their academic needs. Our school's master schedule has been adapted to allow for vertical and horizontal teaming opportunities for collaboration, data analysis, scope and sequence, and scaffolding specific content areas tied directly to the academic standards throughout the grade levels. Teachers implement Marzano domains to improve teaching and learning. Objectives/I can statements drive the lesson and guide the students in their focus and learning. Teachers focus their teaching on the state standards. Teachers will align their instruction to the new academic standards during PLC meetings. We utilize a math and reading survey on all students. We identify the needs of every student. We take the surveys and identify focal students which are mostly our underachievers and conduct interviews for those students and parents. We break down the issues and implement plans on making students successful. Students are assessed weekly on unit tests and regularly progress-monitored. After the students are assessed, the information is uploaded into an online data system called Mastery Connect. This system allows us to see which students have mastered standards, nearly mastered standards, or need remediation. We then take this information into our PLC's, where teachers collaborate and discuss best practices. We also utilize this time to prepare small groups for students who need remediation and properly provide interventions.Data is collected from the previous year's OCCT scores for 3rd-6th grades. Teachers are given a Student Academic Form template that contains information that directly impacts student achievement. This information is as follows: prior school year attendance, benchmark scores, quarterly grades, SPED identification, ethnicity, Safety Nets/RSA status, ELL status, disciplinary referrals and attendance. The data is reviewed monthly to adjust instructional practices to meet student deficiencies and promote acceleration of on grade level students.The data suggest that since we have a huge population of English Language Learners, there is a great need for differentiated/small group instruction, interventions, RTI, and Reading and Math strategies. Use of technology for interventions and progress based learning has increased for the building. We have also found technology has increased student engagement in our building through the use of educational apps on the IPads and MyOn online reading program that is used on the IPads and Chromecarts, We currently have 87 Chrome books and 30 laptops and 24 ipads. We are increasing that inventory for the upcoming school year by purchasing 34 Chrome books and 20 ipads, along with carts to hold them. Each classroom has a Smartboard,projector and document camera including our Music and Art classrooms. In order to increase student engagement and achievement for all students a Quaver subscription to ensure students find school success motivating them to achieve at higher levels in reading and mathematics. Each classroom has at least 2-3 student computers with online curriculum programs. All of the above mentioned resources will be used to support reading and math state standards and student interventions and extensions.Hayes Elementary is wanting to purchase high interest low level books and award winning books for students to increase interest and exposure to the quality literature, increase campus library literature and improve its research materials, expose its students to non-fiction texts, support its emergent readers as well on grade level students with a variety of authors and genres.Title I funds will hire/ purchase/ pay stipend to the following in support of the efforts above: Remedial Specialist, Lead Mentor, Lead Reading Teacher, Lead Math Teacher, Paraprofessionals, and Instructional Coa

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. (970 of 5000 maximum characters used)

All teachers and paraprofessionals at our school are highly qualified. Due to the unprecedented and catastrophic budget cuts, OKCPS no longer offers incentives for National Board certification. Campus administration utilizes central office resources and area universities in finding quality candidates and highly qualified staff to support the needs of Hayes Elementary students. We use an interview committee consisting of the grade level team members and campus administration. Hayes participates in the district job fair. When considering new candidates, we focus on teamwork, initiative, and a passion for working with children. At our annual back-to-school Title I parent night, "Parents Right to Know" letters are distributed. Hayes will utilize a prominent bulletin board outside the school offices to display teacher pictures, academic backgrounds for HQT information, professional experiences and fun personal and classroom trivia throughout the school year.

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. (1540 of 5000 maximum characters used)

Professional Development Days: Stipends will be paid to teachers, administrators, staffTeachers are surveyed to determine the direction of continued professional development. We will increase teacher capacity in regards to their ability to tie state standards to units of study and create engaging and individual units of study that offer choices for students to demonstrate their knowledge through weekly PLC meetings and weekly staff meetings.We will

maintain a rigorous focus on small group settings with intensive, differentiated instruction by paying teachers to come back before contract days to participate in reading and small group reading instruction workshops. Instructional strategies presented at the before school pd are monitored during administrative walk through and formal observations. Strategies introduced at this before school PD are also revisited during weekly PLC meetings. We will increase our knowledge of pedagogy through two book studies: 1 focused on reading and writing and the other focused on Math remediation.Administration monitors the impact of professional development through observations and tracking student data. Data is collected at the classroom and school level and presented to teachers during PLC meetings and faculty meetings to guide instruction in the classroom.Book Study-Heinemann-The Reading and Writing Strategies Book will be purchased. Junior Great Books for 4th and 5th grade small group supplemental materials. Epson ProjectorSmart Retrofit Project, and Chromebooks

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. (866 of 5000 maximum characters used)

Hayes Elementary is fortunate because we have a low teacher turnover rate. We have a very stable staff and our students benefit from having experienced teachers. When we have new teachers to our building and/or the teaching profession, we have an excellent mentoring network. We have a school wide mentor coordinator who meets with campus mentors to ensure mentors have the tools they need to help our new teachers be successful. Each new teacher is assigned a mentor who helps them navigate their 1st year at Hayes Elementary. For recruiting new teachers to Hayes, campus administration uses central office resources and area universities to find highly qualified candidates. We use an interview committee consisting of grade level team members and campus administration in order to find new team members who are dedicated to the education of all students.

Monitoring/Compliance Documentation

- written plan for recruiting and retaining teachers
- evidence of recruiting efforts (i.e., job postings, career fairs information, marketing strategies)
- evidence of retention efforts (i.e., teacher mentoring programs, incentives, teacher collaboration)

Parent and Family Engagement - ESSA, Section 1116(a)(2)

Parent and Family Engagement is essential in creating schoolwide plans. Stakeholders should be viewed as academic partners who participate in student/teacher/parent conferences and are invited to participate in other school committees. It is essential that schoolwide/school improvement plan contain strategies to include parents in decision making, invite parents to participate in meetings and committees, and involve parents as academic partners.

Oklahoma Nine Essential Elements, #5

Guiding Questions

- Has a site Parent Involvement Policy and Parent-School Compact been created? (This must be site specific and different from the district policy.)
- How are the policy and compact distributed to the parents? Updated annually?
- How are parent involvement opportunities evaluated?
- How are parents surveyed regarding parental involvement activities?
- How are parents notified of parent involvement activities?
- What specific training or resources are available for parents on how to help their child academically?
- Has an online gradebook been developed? How are parents assured access?
- Have parents been informed of state standards?
- How often do teachers communicate with parents through phone calls, emails and mailings? How is this communication documented?
- How often are Parent-Teacher conferences scheduled? Are they held at accessible times?
- Has an annual Title I parent informational meeting been scheduled? How will parents be informed?
- How will parents be encouraged to become active learning partners in their student's academic, social/emotional and behavioral development?

Describe the school's strategies for increasing parent and family engagement. (1409 of 5000 maximum characters used)

Parent Night Materials (manipulatives , paper, leveleded readers and toner) will be funded with Title I funds.A primary focus for our school has been to increase parental involvement in our school. We do offer several opportunities for parents to participate in school sponsored activities. Our grade level musicals are an excellent way to get parents at our school, and we always have a high attendance. We also value our parents' time and are intentional about the evening events we offer. Our goal is to offer activities that will help parents help their students at home. Often times, we have heard parents say they don't know how to help at home. Through reading nights, we are able to show parents how to read with their child at home to increase student achievement. We have a very high percentage of parents who attend parent teacher conferences because our teachers work to get 100% conference attendance for their students. Teachers who do not reach 100% work to make contact with parents and have conferences over the phone if parents are not able to come to school. Our school leadership team and our Title 1 committee include a parent who actively participates in our decision making process. Parents are notified of upcoming activities through face-to-face contact during student pick up. Other methods of contact involve email, notes home, blackboard connect and school website.

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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Uploaded Files:

title Agenda-20170915022328-54884.pdf
Title Meeting Parent Sign In-20170915022344-54884.pdf

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. (1107 of 5000 maximum characters used)

We were able to partner with Webster Middle school to allow our 6th graders a transitional experience before they begin 7th grade. 6th graders, their teachers, and adult sponsors walked to Webster to spend a morning getting to know the campus. Students were able to meet teachers, counselor, and principals and tour the school. Prior to this transitional activity, the Webster counselors came to our building and explained middle school programs, classes, and electives. Our partnership with the Neighborhood alliance also allowed us to provide yet another transitional activity for our 6th graders. Our 6th graders, again, walked to Webster Middle school. This time they only met with the PE teacher who told them about athletics at Webster. The purpose of doing this with the Neighborhood Alliance was two-fold. Our 6th graders learned how to be a responsible community member and learned how to be involved in the community through an organization, like Webster athletics. At Hayes, through high expectations and departmentalized instruction, we prepare our students for middle school success.

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. (587 of 5000 maximum characters used)

Teachers meet weekly either in grade levels or vertical teams for the purpose of analyzing data from STAR, Fountas and Pinnell, and Mastery Connect. We pull data from a variety of sources in order to get a better understanding of our students' learning. Teacher's then use a Common Assessment Analysis form to help organize their data for a deeper understanding of which children need intervention regarding a specific skill in reading or math. These weekly meetings are teacher centered because teachers own the data, discussions, and plans of instruction coming from these meetings.

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. (2364 of 5000 maximum characters used)

MyOn Subscription-Increase wide reading at all grade levelsHayes Elementary uses the PBIS framework for school wide behavior expectations. We use a weekly competition called Game On to reinforce positive student and attendance. At the end of 3 weeks the team with the most points earns a celebration. Game On is a school wide intervention that decreases time of task and increases student learning time. Academically, Hayes uses several academic interventions to meet the needs of all learners. Small group instruction in reading and math are driven by data and are intentional in providing essential skills and strategies for students to gain academic growth. Teachers also use LLI kits daily which are designed for intensive reading remediation to get students to grade level as soon as possible. Teachers also utilize small group instruction for math remediation. In these small groups, teachers scaffold student learning through direct instruction with basic math concepts. Student data is collected through Fountas and Pinnell assessments, district comprehensive snapshots aon mastery connect, running records, daily and weekly classwork, and teacher observation. This data is used in PLC meetings to determine appropriate interventions for each and every student in our school.Our teachers actively identify students who are more than a year behind in reading or math and begin intensive interventions with those students. Those interventions are documented in our RTI process and students who do not

make adequate progress are referred for more specialized interventions and possibly special education. Parents are encouraged to attend parent teacher conferences so teachers can share student progress with them. In addition, teachers contact parents when a student begins the RTI process. Students who are more than a year behind in reading are also seen in small groups daily by our two reading remediation specialists. Reading remediation teacher assistants also work with individual students to provide more support in the classroom and individually.Northcare is also one of our community partners. Through project SOAR, we have a licensed counselor on staff once a week. She was able to meet with small groups of students and individuals and work through some behavior and social issues which often impedes the learning process.

Monitoring/Compliance Documentation

- written assessment and intervention plan

- evidence of monitoring and evaluation of students receiving additional assistance

- evidence that additional assistance supports curriculum and is aligned to Oklahoma Academic Standards

Submit

The application has been approved.

Consistency Check   Lock Application   Unlock Application

Consistency Check was run on: 10/9/2017

LEA Data Entry submitted the application for review on: 10/9/2017

LEA Administrator submitted the application to OSDE on: 10/18/2017

Program Review completed on: 10/19/2017

Final Review completed on: 10/23/2017

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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Requested by Terry Fraley on 11/7/2017 12:59:05 PM

Completed Print Jobs