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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - C7 - 0275 JOHNSON 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

**OSDE**

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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

Name

Constituent Group

Name

Constituent Group

Teachers

Name

Samantha Freeman

Constituent Group

Teachers

Name

Sally Tinga

Constituent Group

Teachers

Name

Taylor Ferguson

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. (969 of 2000 maximum characters used)

Andrew Johnson Elementary School is in Oklahoma City Public School District. Our school district determines the curriculum that is used in the classrooms. Kindergarten through 5th grade use Guided Reading as identified by our district. Sixth grade uses a literature series. All grades use Everyday Math for the math curriculum. Our vision for reform is that all students will achieve one year's growth in reading and math by end of year benchmark. Johnson Elementary along with Oklahoma City Public School District's leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction, and high performance expectations. Johnson Elementary School in OKCPS DIST leadership team creates a learning culture and develops leadership capacity while implementing, and evaluating our comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

### 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. (617 of 2000 maximum characters used)

Andrew Johnson Elementary School process for creating and using a school profile focuses on support for teachers and learning, through Great Expectations, and school improvement through the use of school book room and library. Johnson Elementary School's Leadership Team creates a learning community that develops leadership through instructional coaching and support for continual growth. Administrator meets with Leadership Team yearly to review Title I Plan, review student data and reflect on best practices. Weekly meetings with Professional Learning Community as well as vertical team planning are utilized.

### 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. (612 of 2000 maximum characters used)

The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. OKCPS DIST Benchmarks, STAR 360 and Early Literacy 360 for progress monitoring and assessment data, Achieve 3000 data, OCCT results, SMARTWEB Attendance records are examples of data sources utilized and analyzed by Andrew Johnson Elementary School Johnson Elementary along with OKCPS DIST leadership teams functions as an effective learning community and supports a climate conducive to optimum achievement and performance excellence.

### 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. (832 of 2000 maximum characters used)

Andrew Johnson Elementary School faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. Johnson Elementary in conjunction with OKCPS DIST leadership teams develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. Strengths: 58.83% Reading STAR Avg. Weakness: Math 56.33% Avg. BOY to MOY 2015-2106 STAR data. Successes: The gap between reading and math achievement has narrowed for 2015-2016. Fall and Winter Intersession for qualified students was offered for non-proficient students in math and reading K-6th grade with teacher-made data collected for beginning of intersession to end of intersession.

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

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

([count] of 5000 maximum characters used)

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

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

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

### **Guiding Questions**

#### *Evidence-based Strategies*

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

#### *Curriculum Alignment*

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

#### *Extended Learning Time*

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

#### *Assessment*

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

#### *Technology*

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

*School Improvement - required for sites in designation*

- Include how Project 515 funds will be used to support Reform Strategies, if applicable.
- What research-based curriculums will be used to support reading and math Oklahoma Academic Standards?
- What supplementary instructional materials will be utilized for student interventions/extensions?

Describe the reform strategies (3166 of 5000 maximum characters used)

Andrew Johnson Elementary School has just been honored with being named a Great Expectations Model School for the fourth year in a row. Staff receive Great Expectations professional development training and utilize the 6 Tenets of Great Expectations that state: All Children Can Learn, Building a positive Self Esteem in our students, Building a Climate of Mutual Respect and High Expectations for all, exhibiting positive teacher attitudes as well as building teacher knowledge and skills. Johnson Staff practice the scientifically-based professional development process of the 17 Practices and Life Principles of Great Expectations. The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards. Andrew Johnson Elementary School reform strategies are based on scientifically based research (SBR). Johnson teachers utilize Marzano's 9 High Yield Strategies as documented in iobservation, for example, learning goals posted in "kid friendly" language. OKCPS DIST selected curriculum: Balanced Literacy and Everyday Mathematics as a resource which are aligned with the Oklahoma Academic Standards. Students at Johnson Elementary School are given the opportunity to participate in Spring Intersession for 2018 school year based on student performance data. Johnson uses OKCPS DIST Benchmarks Snapshots, Fountas and Pinnell , Teacher-Made Assessments, Unit Tests, and OSTP's to collect, monitor and analyze data to drive students achievement and support Oklahoma Mathematics State Standards. Technology has been effective at Johnson. Students at Johnson used MYON outside of school hours during the summer of 2016-2017, at a rate of: 292.95 hours. Andrew Johnson Elementary School will use OKCPS DIST selected reading and math curriculum that support Oklahoma State Standards. Weekly PLC Meeting Minutes, certificates of professional development and sign-in sheets, and lesson plans regarding reform strategies, report cards, OKCPS DIST extended day, and teacher documentation are evidence to indicate reform strategies are being implemented effectively. Leveled-Book Rooms and Class Libraries along with an iCoach will be used to support reading Oklahoma State Standards. Time For Kids and Weekly Readers along with math and reading manipulatives will be utilized to support Oklahoma State Standards. Oklahoma Essential Element 2: Academic Performance - Classroom Evaluation/AssessmentThe school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. Oklahoma Essential Element 3: Academic Performance - Instruction The school faculty provides an instructional program that actively engages all students by using effective, varied,and research-based practices to improve student academic performance. Oklahoma Essential Element 8: Collaborative Leadership - Organizational Structure and ResourcesThe school/district leadership is organized to maximize use of all available resources to support high qualityperformance of students and staff.

**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. (884 of 5000 maximum characters used)

"Oklahoma Essential Element 6: Learning Environment - Professional Growth, Development, and Evaluation. Andrew Johnson Elementary School and OKCPS District leadership teams provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning. 100% of Andrew Johnson Elementary School's Teachers are highly qualified as reflected in their level of college experience are HQ as documented on the State Accreditation report and paraprofessionals - (Work Keys Test, if applicable, Bi-Translation Test, or 48 hours college credit hours) . "Parents Right to Know" is documented in the OKCPS DIST Parent/Student Handbook and Johnson's Title I documentation includes copy of sample parent letter that would be used to notify parents if a HQ teacher is out for more than 4 weeks.

### **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. (1300 of 5000 maximum characters used)

Andrew Johnson Elementary School leadership team participates in research-based, results-driven professional development opportunities for staff based on needs from analysis of structured teacher feedback, surveys, safety and required elements that focus on student achievement and teacher growth. Johnson implements performance evaluation procedures in order to improve teaching and learning through peer observations. Yearly professional development plans

are developed each year based on current needs. Johnson's teachers are encourage to facilitate professional development during staff meetings and summer institutes. Professional Development opportunities include numerous activities and resources such as: Great Expectations Training, Professional Development Libraries, Balanced Literacy Training, Newly selected District reading series, Myon Reading, Child Abuse Reporting, Safe Schools, Response To Intervention, Blood Borne Pathogens and Suicide Prevention. Andrew Johnson Teachers will be encouraged to schedule training as needed to meet their requirements of the Individual Growth Plans. Lead Mentor Teacher, Lead Literature and Lead Math Teacher participate in train-the- trainer method of professional development and then share strategies learned in 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. (592 of 5000 maximum characters used)

Oklahoma Essential Element 8: Collaborative Leadership - Organizational Structure and Resources -Andrew Johnson Elementary School cohesive leadership team is collaboratively organized to maximize use of all available resources to support high quality performance of students and staff through the OKCPS DIST Job Fairs, teacher support and training throughout the school year as well as teacher mentors for new teachers. Johnson is a 4th year Great Expectations Model School implementing the 17 practices and life principles on a daily basis which attracts and helps maintain master teachers.

### **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. (2161 of 5000 maximum characters used)

With parental and staff input, Andrew Johnson Elementary School has developed a Parent Involvement Policy and Parent/Student/School compact that is distributed each year during enrollment. The documents are updated each year from open-discussions during Title I Parent Meetings. Grade levels and school-wide newsletters are created and sent home to encourage and inform parents of current school-wide events and their students' learning goals. Parent-Teacher-Student Conferences are held twice a year at Johnson Elementary. Information for parent and community involvement is encouraged through our school website, year-long calendar, marquee, Blackboard Connect -an automatize call system, and flyers. Smart Start Meetings are held several times a year for 0-4 year olds not enrolled in school, expectant parents, and parents wanting fresh academic-parenting ideas. Smart Start Books are provided to attendees to help increase at-home libraries. Parental Involvement Materials-Motivating Parent Series Brochures are available for parents to assist with parent involvement questions and answers. Parents at Johnson Elementary are communicated with by school personnel through: letters (with postage for parental involvement activities) emails, phone calls, texting, newsletters and newsletter apps., notes, face-to-face conferences, marquee, website, Blackboard Connect -automatized calling system, on-line grade book access for their child, Title I Parent Meetings, School Activities, Attendance automatic telephone calling system, and Parent-Teacher Association Meetings. Part time Parent Liaison encourages Johnson Parents to become active learning partners in their student's academic, social/emotional and behavioral development by being onsite and providing available resource connections. Oklahoma Essential Element 5: Learning Environment - Student, Family, and Community Support Andrew Johnson Elementary School along with Oklahoma City Public School District leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

### 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:

No files have been uploaded.

## 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. (1334 of 5000 maximum characters used)

Andrew Johnson Elementary School has been hosting Smart Start for the past years. We will continue with this exceptional program with four events during 2017-2018. During Smart Start Children are allowed to become familiar with the school setting and become excited about coming to school in the future. This wonderful program helps train the parents in various ways to interact and work with their child(ren). Smart Start Books to increase home libraries are available for the taking for each child in attendance. Johnson has a "Meet The Teacher" Event before school starts so that families can meet thier teacher and other school personnel, locate their desk and organize their donated school supplies. This creates an excitement for the first day of class. In the spring flyers are sent home to announce Johnson's participation in Middle School Night with five area elementary schools. Upper grade teachers, administrator, and counselors are invited to partake as well with the students entering into middle school, along with their parents are able to meet and collect information for middle school enrollment. Oklahoma Essential Element 4: Learning Environment - School CultureThe school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.

### 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. (1604 of 5000 maximum characters used)

Teachers have been trained to disgregated data in various ways. Results from the Oklahoma Core Curriculum Tests and now the OSTP are reviewed each year . Teachers rank data from high to low which demonstrates which overall skills we need to reteach. In the upper grades, teachers and students monitor the Lexile Score through the Fountas & Pinnell in which they receive training. All classroom teachers use Balanced Literacy which has a plethora of online Bundles with assessments. Trainings are quick and can be requested anytime and during Professional Learning Times. Teachers and Students keep a form of a data notebook on hand to share. OKCPS DIST provides a charted calendar of all yearly assessments in order to assist teachers in planning their year. Analysis of data from assessments allows grade level teachers to get a "snapshot" of students' progress toward the goal of meeting the Oklahoma State Standards. The data drives teacher professional development and lesson planning. Oklahoma Essential Element 2: Academic Performance - Classroom Evaluation/AssessmentThe school faculty uses multiple evaluation and assessment strategies to continuously monitor and modifyinstruction to meet student needs and support proficient student work. Based on: Oklahoma's Essential Element 7: Collaborative LeadershipThe school/district leadership team provides instructional decisions focusing on support for teaching andlearning, organizational direction, and high performance expectations. The school/district leadership teamcreates a learning culture and develops leadership capacity.

### 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. (2344 of 5000 maximum characters used)

Teachers at Andrew Johnson Elementary School in OKCPS DIST work diligently to meet the needs of all our Johnson Students. Teachers use small group instruction to accelerate students' skills. Reading and Math Manipulatives encourage student focus and achievement. Teachers also use guided reading instruction to facilitate the learning process. Students receive ninety minutes of reading instruction daily and reading is stressed in all areas of the curriculum. "Weekly Readers" assist Kindergarten Students in meeting their learning needs in the classroom. Sixth graders utilize "Time For Kids" to ensure effective interventions and programs are reinforced. Johnson Jaguar Staff use Response to Intervention to create open dialog and a team plan of instruction for students between the school and home. School and Classroom Newsletters are created and utilized to help promote positive behaviors and learning strategies for all students. Students receive help throughout the school day during small group instruction, tutoring by volunteers and Grandparents. Students may attend special education classes if they are placed on an Individualized Education Plan (IEP). Students have IEP's reviewed annually. Correspondence is used and sent between home and school to facilitate success for all. PBIS and Great Expectations positive behavior interventions and supports are used when needed for success. Each year Johnson Staff meets to discuss instructional strategies that have been successful and those that have

not. As a school we have had excellent results with the Seventeen Practices of Great Expectations and Marzano's Nine High-Yield Strategies. We measure the effectiveness of the behavioral and academic strategies by monitoring student behavior through suspensions, academic growth and parent, student and staff customer satisfaction surveys. Based on: Oklahoma's Essential Element 3: Academic Performance - InstructionThe school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance. Oklahoma Essential Element 4: Learning Environment - School CultureThe school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.

**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:	9/13/2017
LEA Data Entry submitted the application for review on:	9/13/2017
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

Schoolwide

Request Print

### Requested Print Jobs

[Requested by Terry Fraley on 11/7/2017 12:32:32 PM](#)

### Completed Print Jobs