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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - F8 - 0320 MARK TWAIN ES - Focus 3

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

Cycle: Original Application

Date Generated: 11/7/2017 1:14:30 PM

Generated By: 13653

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

Brenda Martindale

Constituent Group

Teachers

Name

Michele Miguez

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. (873 of 2000 maximum characters used)

The vision for reform is to meet academic needs of all students in reading, math, and writing skills along with other core subjects. To help accomplish this we will focus on our Mission Statement "A Community working together in leading students to become confident life-long learners. We will reach out to our community: parents, corporate sponsors, community groups, and churches to help provide resources to meet our goal of "All students actively engaged in learning at all time to increase student achievement. In focusing on student engagement we will offer ample opportunities for learning. We will provide teachers with materials needed for teaching and learning. We will meet in grade level PLCs and/or vertical team weekly to plan, analyze, discuss, and prepare for student learning groups in reading, writing and math skills along with other core subjects.

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. (1503 of 2000 maximum characters used)

As a school we focus on Reading, Writing, and Math skills along with incorporating core instruction in Social Studies and Science through the district's selected curriculum: Benchmark Literacy, Scholastic Guided Reading, Everyday Math, Social Studies Weekly, and Foss. We use the core, supplemental materials, differentiated instruction, Daily Five, FCRR (Florida Center for Reading Research) website, and web-based Moby Max, and My-On along with First in Math to enhance instruction. To address struggling student needs we incorporate small instructional groups during and outside of the reading block, use technology such as smart-boards and computers to ensure student engagement in every classroom. Student Groups are formed based on skills masters according to STAR, Benchmarks, Curriculum and teacher made assessments. Students are regularly progress monitored and small instructional groups reformed according to student needs. After school tutoring and intersession are offered to provide more time on task. As a staff we take advantage of Professional Development offered by the district that target reading, writing, and math strategies, technology, and district initiatives. Also, teachers/ICoach within our staff provide training in reading, math, Mastery Connect, PBIS, and writing. Parents are invited to participate in several events and learning opportunities such as parent/teacher conferences, teaching/learning classes, weekly assemblies, family zoo day and family skate night.

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. (737 of 2000 maximum characters used)

The following list indicates the available data sources: Student Achievement Data from: District Mandated Assessments Unit tests Teacher created rubric Teacher created Standards/skills testing District Benchmark Mastery Connect Benchmark Attendance Web Based programs Teacher Data: Teacher Evaluation Attendance Lesson Plans Professional Development PLCs agendas/meeting minutes Parent Involvement Data PTO Membership Parent/Teacher Conferences Parent/Principal Chats Parent Surveys Teaching/Learning Parent Classes Back to School Night Family Events - Family Zoo Day/Family Skate Night/Super Kids Day/ Attendance Leadership Date Evaluation Teacher survey Community survey Training sign/in sheets PLCs agendas/meeting minutes

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. (1514 of 2000 maximum characters used)

Based on monthly collected and analyzed data from District Assessments, Benchmark, F&P, State Assessments, unit tests, and informal assessments; we have concluded the strengths and weaknesses of our students. Strengths: (1) Reading - although still not where it should be our students did show some growth in Reading and Math with our bottom 25% making gains also. (2) Special Education - Our special education students have not scored at the proficient level but are making progress. We are looking at ways to continue to support them with extra services and interventions. (3) Our composite score for Social Studies was a D indicating some growth was made. The data indicates we still need to strengthen all skills in all subject areas. (4) We have strong teachers willing to do whatever it takes to improve student learning. We all share responsibility for student learning. (5) We have great community support through our corporate partnership, church, and community groups. This data indicates that although we are making gains we need to continue to find ways to continue growth in all subject areas. Weaknesses: (1) Our scores for Reading, Math and Science were low in the three subject areas. (2) Classroom teachers need more resources, materials, and supplies to continue this progress in all subject areas. (3) Also, Professional Development in best practices, differentiated instruction, Daily Five, book study "High Impact Instruction" by Jim Knight and more to ensure learning for all.

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.

(2350 of 5000 maximum characters used)

Our reform strategies being pursued by our school are to have an Instructional Coach, Lead Reading and Math Teachers, and a Mentor Teacher to strengthen instructions and to provide support to all teachers. As a school we focus on reading, writing and math skills through the district selected reading, math, along with social studies and science curriculum: Benchmark Literacy, Everyday Math, Foss Science, and Social Studies News Weekly. We use the core supplemental materials, Chrome Books, best practices, books, class sets of books, FCRR (Florida Center for Reading Research) website, and web-based My-On and Moby Max to enhance reading and math instruction. Chromebooks will be used to supplement teaching and learning. To address struggling student needs we incorporate small instructional groups during and outside of the reading block, use technology such as smart-boards and computers to ensure student engagement in every classroom. Student Groups are formed based on skills masters according to DIBELS, Benchmarks, Curriculum and teacher made assessments. Students are regularly progress monitored and small instructional groups reformed according to student needs. After school tutoring and intersession are offered to provide more time on task. As a staff we take advantage of Professional Development offered by the district that target reading, writing, and math strategies, technology, and other district initiatives. Also, teachers within our staff provide training in reading, math, and writing. Parents are invited to participate in several events and learning opportunities such as parent/teacher conferences, teaching/learning classes, weekly assemblies, Book Tasting, and family zoo day. Title 1 will provide supplies for parent involvement activities: laminating film, markers, folders, post-it notes, charts, books, card stock, construction paper for planning, informing, preparing, and participating in activities. Also, After School Tutoring 3 days per week for 15 weeks along with chrome books, Moby Max (online instructional program), smart boards, math and reading resources (books, best practices strategies, daily five materials, and supplies such and paper and ink. An Instructional Coach will provide necessary training for teachers. All allocated funds will ensure academic success for all student!

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 (3494 of 5000 maximum characters used)

We are using district adopted core math and reading curriculum which are scientifically research based and aligned to state standards. We are using supplemental materials from core program to address student needs during small group instruction, centers, along with chrome books. Teachers have access to SBR strategies through district website, core programs, and other resources. Teachers utilized instructional time during the instruction day for implementing best teaching practices through differentiated instruction, creating an environment for all learning modalities, and incorporating the arts. The computer lab and classroom technology provide teaching and learning opportunities for all. Data is posted quarterly outside classrooms, in conference room to discuss during vertical team meetings, and on office window for community to view. Vertical/Horizontal teams use this data to guide instruction and set goals for the next quarter. The first benchmark and other assessments are given in the first weeks of school so instruction can focus on their needs starting from the beginning of the year. Students are also progress monitored using Moby Max based on their need: high risk weekly, some risk bi-weekly, low risk monthly. All New students are tested on Moby Max program within 5 days of enrollment. Struggling students are grouped with in the first month of school and services are provided through differentiated instruction: During our 90 minute reading instruction block we address needs through whole and small group instruction along with centers that provide skill practice. Small groups also meet outside of the 90 minute reading block with our ELL team, assistants, and teachers to provide struggling students daily with 30-45 minutes of additional instructional time. Students identified through RTI and EDL are pulled out for reading, writing, and/or math instruction outside the 90 minute reading block. Benchmark Literacy, Everyday Math supplementals are incorporated with technology programs: Moby Max websites to provide skill practice to enhance learning. Students are placed in intervention groups with ELL teacher/assistant to work on reading, writing, and math skills. Our students with limited English have a special newcomer curriculum provided by the district. Administrator will conduct classroom observations, review lesson plans, meet bi-weekly with horizontal teams, leadership teams, vertical teams to ensure teachers are planning for all learners, analyzing data regularly, and have all necessary materials and manipulatives for lessons. Grade level timelines are based on progress reports and report card distribution. If students are progressing toward learning goals they are monitored for the rest of the semester; however, students that continue to struggle are targeted and RTI is started within the first six weeks of School. Data is posted quarterly outside classrooms, in conference room to discuss during vertical team meetings, and on office window for community to view. Vertical/Horizontal teams use this data to guide instruction and set goals for the next quarter. Available academic data sources that will be used are as followed: 1. Reading skills-Formal Assessments: CRTs/Benchmarks/WIDA/Moby Max/progress monitoring/Informal Assessments 2. Writing skills-Formal Assessment CRTs/WIDA/Informal Assessments 3. Math skills-Formal Assessment CRTs/ Benchmarks/WIDA/Moby Max/progress monitoring/Informal Assessments

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. (534 of 5000 maximum characters used)

At this time all certified and paraprofessionals are highly qualified teachers. Teacher credentials and paraprofessional records provide evidence that this objective is fully met. The school has developed a plan to review the qualifications of its staff and is prepared to adopt an incentive structure for novice and experienced teachers. All teachers and instructional paraprofessionals in the school meet the state definition of highly qualified staff. A template has been created to notify parent of qualifications when necessary.

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. (3417 of 5000 maximum characters used)

Professional Development is planned based on district directives, school programs, and student needs observed by teacher and through data collection both formal/informal. We will schedule TLE review, A+ School, technology, best practices in math, reading, and science along with other training as needs arise. This year our district trained instructional coach and lead math, reading, and science teachers will provide training aligned to state standards, district

initiatives, and school wide goals. We will also continue to exercise teacher talents and abilities, teachers are currently given opportunities to share their teaching skills to help everyone with instructional capacity. Teachers skilled in best teaching practices will provide training in current methods for math instruction, reading, and other subject areas. After training each teacher will be assigned instructional tasks to do in classroom and then report back successes in next training session or during PLC meetings. The change in instruction is a work in progress, however our teachers are dedicated to making the changes needed to benefit our students. PD for the use of Smart Board during instruction carries this hands-on approach to learning in all subject areas. Instructional training continues until teachers are proficient at designing, developing and implementing smart board instruction for each instructional objective. Writing is a major focus for all students at Mark Twain. Children are provided opportunities to write in journals, reflect on skills across the curriculum and explain answers with the steps that they used in finding the solution to a problem. Writing process is also incorporated beginning in Pre-K and continuing through 6th grade to build a firm foundation for the writing test in 5th grade. When fully implemented all staff members will have opportunities to be trained in all levels of the instructional progress. Instructional coach and principal will note instructional implementation during walk-throughs and provide teachers with feedback. Student achievement data will continue to be used to provide opportunities for professional development. Priority will be given to areas of low student achievement. Leadership will design Professional Development Plan using one staff meetings per month to meet instructional needs of teachers. Teachers will also be encouraged to use available teacher resource books and materials from Professional Library. In order for a school to be successful in academics it is imperative that a school provides quality professional development for the staff. Staff members will be going to staff development training throughout the year that promotes educational opportunities in the areas designated in this plan. Mark Twain will be taking advantage of the district's professional development that will not cost the school additional dollars. The staff will also be encouraged to pursue State Department training and District offered training in the following areas: Reading, Writing, Math, Standard Based Training, I-Observation that are also at no cost to the school. Mark Twain staff determined through a needs assessment survey that the staff needed additional training in math strategies to better address the needs of our students. As a member of the A+ Network, all teachers have an opportunity to attend training throughout the year with this partnership.

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. (1869 of 5000 maximum characters used)

The school lists available jobs on the district website and follows district protocol for hiring practices. School does not have personnel solely or primarily dedicated to teacher recruitment. We conduct group interviews within our school for potential teacher candidates. Candidates are interviewed by the leadership team that is comprised of grade level team leadership and principal using questioning tool that features questions based on Marzano. School participates in district Teacher Job Fair to promote the school and uses social media to recruit highly-qualified staff. Mark Twain will be a school full of highly qualified teachers. Teacher credentials will provide evidence that this objective is fully met. The school has developed a plan to review the qualifications of its staff and is prepared to adopt an incentive structure for novice and experienced teachers. All teachers and instructional paraprofessionals in the school meet the state definition of highly qualified staff. To retain highly qualified teachers and paraprofessionals we will work as an educational team striving to implement best practices for all learners, support and collaborate weekly in vertical/horizontal teams embracing new/experienced staff to reach the highest level of learning/teaching to ensure academic success for all. Teachers will also be encouraged to observe other teachers within and outside the school to provide support. New teacher will attend district offered training which will help prepare them for their first days in the classroom. They will be placed with a mentor to help develop lesson plans, assessments, classroom management, and other necessary tools to ensure their success as an educator. Added support will be given through vertical teams to develop data review, intervention groups, curriculum, standards, time on task, and best practices.

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. (2655 of 5000 maximum characters used)

Family and community engagement includes; Back to School Night (one evening) meet the teacher Open House (one evening) sign up for parent/teacher conferences, see student work, and take sizes for uniforms and t-shirts provided by Devon Energy. PTO (3 meetings) planning activities Breakfast Fest - each grade level invites parents to a morning of learning Parent/Principal Chats (4 meetings on the 3rd Monday of first month of each quarter) School-wide plan and policies, teaching and learning, needs, Early Birds (3 times per year) parenting preschoolers Family Zoo Day (fall event) family engagement, life experience Family Skate Night (winter event) family engagement, life experience Family Game Day (spring event) family engagement, life experience Parenting Classes (6 meetings) discipline, healthy choices, medical health issues and care Community partnerships; Devon Energy, Eagle Heights Church, and Westlawn Gardens Community Group. Effectiveness for the events will be observation of the interaction families, pictures, communication, sign-in sheet, and feedback from survey. Grades are recorded weekly in each subject area and attendance is completed on a daily bases. Parents receive progress reports and/or report card every 4 to 5 weeks with information about grades and attendance. Parents also have access to Smart-web to obtain this information at anytime. We conduct Parent/Teacher Conferences twice per year. Also, Prek-1st use weekly folders and daily charts to communicate with parents; third through sixth grade teachers use daily agendas for the same purpose. Mark Twain provides weekly calendars in English and Spanish, which provide parents with information about weekly events and future opportunities. We also use the district phone system to invite parents to attend events and display current events on the Mark Twain Marquee. Grades are recorded weekly in each subject area and attendance is completed on a daily bases. Parents receive progress reports and/or report card every 4 to 5 weeks with information about grades and attendance. Parents also have access to Smart-web to obtain this information at anytime. We conduct Parent/Teacher Conferences twice per year. Also, Prek-1st use weekly folders and daily charts to communicate with parents; third through sixth grade teachers use daily agendas for the same purpose. Mark Twain provides weekly calendars in English and

Spanish, which provide parents with information about weekly events and future opportunities. We also use the district phone system to invite parents to attend events and display current events on the Mark Twain Marquee.

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. (2185 of 5000 maximum characters used)

Currently we hold Early Bird Classes for parents of preschoolers (Birth - 5) to transition them into kindergarten. Our classes service both ELL and English parents with an attendance of 15 to 20 parents. The classes introduce parents to strategies and learning tools that build background knowledge which prepare the preschoolers for entrance of Kindergarten. We will hold 6 Smart Start classes (funded through outside agency) for preschoolers. This is an interactive program with helps transition preschoolers to the school environment. Two Pre-K schools in the area bring their students to our school to see the kdg classrooms, meet our teachers and kdg students. The visiting students receive a list of items they can work on over the summer to assure their success in kdg. Also, one Pre-K school uses our facility for their Pre-K graduation. These activities help students with transitioning to elementary. The last weeks of school, our 6th grade students are visited by the Taft Middle School Counselor and a few students. The 6th Graders are given information and registration packets; Students have opportunity to see what extracurricular activities are offered. We take our 5th and 6th graders to Taft for the track meet and let them tour the building which allows them to become familiar with the facility and meet teachers and students. At each grade level our classes rotate to provide students with the element of change which helps transition students from year to year and schools. Our teachers meet weekly in vertical and/or horizontal teams. Skills and curriculum are aligned by grade level to ensure skills in lower grades prepare students for next grade level. Benchmarks are analyzed quarterly to assess gaps in learning, provides information for intervention strategies and allows teachers to make any necessary changes in instructions. Our 6th grade teachers access the PASS skills for 7th grade to help them with preparing students for middle school. Also, our counselor coordinates 6th grade visit to OU campus, career day, and provides counseling for next steps in middle school. Sixth Grade OCCT scores are send to receiving to for placement of students.

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. (1167 of 5000 maximum characters used)

At the beginning of the school year professional development on assessment tools and improving instruction will be provided by Instructional Coach. This PD will on going throughout the school year to ensure all understand assessment tools and improve instruction to ensure success for all. Teachers will collect data in reading and math which will be displayed in the administrative conference room. Teams will verbally analyze data and group students for instruction. Students will be assessed on progress, teachers will meet to discuss successes and areas of needed improvement. Teachers have opportunity to collect and analyze data during grade level team meetings which focus on weekly assessments and strategies. Every other Monday we meet vertically to look at the data. We keep a chart in the conference room that shows the three lowest skills in reading and math. This data is used to drive instructional practices for our students. During weekly grade level team meetings, teacher will review data to re-teach as appropriate. All grade level teachers post student data, set individual student goals, monitor student progress through assessments.

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. (3329 of 5000 maximum characters used)

With reading, writing, and problem solving (Math) being so connected we are addressing related skills through each goal. Goal #1 - Intervention(s): Reading/Writing/Math - All grade level teams follow curriculum scope and sequence/pacing guide in weekly lesson plans. Continue to follow pacing guide and State Standards and meet in grade level teams to plan lessons in core curriculum. Lead teachers will meet with teams to review and align Reading/Writing/Math curriculum to PASS and Common Core; making changes necessary to meet students' academic needs. We will access district level facilitator for training. To ensure all students are on track and successfully achieving skills at grade level; benchmarks and OCCT results will provide evidence that this objective is fully met. Goal #2- Intervention(s): Reading/Writing/Math - Using the district adopted curriculum along with incorporating fine arts through A+ Schools, classroom will implement a 90 minute reading block and 60 minutes of Math instruction. All classrooms will use small/whole instruction to promote learning. All teachers will use data to identify specific strengths and deficiencies to differentiate instruction to meet individual student needs. All teachers will be involved in data discussion in vertical and horizontal teams to collaborate on strategies and reflect on teaching practices. All teachers will implement research based approaches using the www.fcrr.org to engage students in the learning and keep them on task. Multiple teaching

modalities will continue to be used: Whole group and small group instruction, hands-on activities, peer coaching, multi-sensory, and Gardner's multiple intelligences model will be used to accommodate students' learning styles. Small group activities and center activities will be literacy based, technologically integrated, and content driven to help students practice skills and master concepts. Students will be pre and post-tested as needed using a variety of assessment (performance based, written expression, curriculum based, teacher created) measures to identify their base line and to track their progress. When this objective is fully met all teachers will have a clear understanding of scientifically research proving strategies and will be highly effective in differentiated instruction. Students' growth will be evidenced through progress monitoring and test data. Team Leaders will lead in evaluating consistent practices are in place. Lesson plans and classroom visits will monitor practices and implementation. Goal #3 - Intervention(s): Reading/Writing/Math - All students will be given daily (formal/informal) writing opportunities through journal, reflection, collaborative, and all other forms of writing. Teachers will gather writing samples throughout each quarter to provide more data and modify instruction accordingly to ensure our students every opportunity for growth in writing skills as well as reading and problem solving skills. All teachers will provide students with differentiated instructional strategies which will ensure academic success for all. Teachers will continue to meet weekly in vertical team to discuss student data, strategies and curriculum. They will continue to modify units of study as they introduce, teach, and re-teach to ensure student writing success.

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:	9/15/2017
LEA Data Entry submitted the application for review on:	9/15/2017
LEA Administrator submitted the application to OSDE on:	9/26/2017
Program Review completed on:	10/13/2017
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.

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