eGrant Management System

Printed Copy of Application

Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - F3 - 0335 MONROE ES - Priority
Project Period:	7/1/2017 - 6/30/2018
Cycle:	Original Application
Date Generated:	11/7/2017 1:13:13 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 Program Contacts:	Debbie Pham, Program Specialist Email: Debbie.Pham@sde.ok.gov Phone: 405-522-1929
	Shelly Ellis, Executive Director Email: Shelly.Ellis@sde.ok.gov Phone: 405-522-3263

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

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

Name of Site Principal	Eric Meador
Person Completing Plan	Eric Meador

Name	Eric Meador
Constituent Group	Principals

Name	Beverly Rosenberg
Constituent Group	Teachers

Name	Toshia Riddle
Constituent Group	Teachers

Name	Bettie Shadoan
Constituent Group	Teachers

Name	Elizabeth Hise
Constituent Group	Teachers

Name	Holly Birt
Constituent Group	Teachers

Name	James Facello

Constituent Group	Teachers

Name	Angela Jackson
Constituent Group	Teachers

Name	Mary Geurin
Constituent Group	Teachers

Name	Anna Nicanor
Constituent Group	Teachers

Name	Falisha Walls
Constituent Group	Parents

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. (1627 of 2000 maximum characters used)

Monroe's vision of reform follows the Learner First model which we have used in years past. We believe that 100% of the student body can achieve growth and success. We believe students should be measured using a mixed method of assessment when measuring individual student growth. Our vision incorporates student voice in academics as well as creating a safe, warm, and inviting learning environment in and out of the classroom. Through the use of a leveled book room, LEXIA, Chromebooks and IPADS the students will have choices on how they receive their interventions based on ability and interest. Our vision has all students having access and working with 21st Century technology in order for them to be competitive with their counterparts in the future. Our vision for the reform of the school's climate includes Positive Behavior Interventions and Systems (PBIS). We believe that when all stakeholders have a voice, in our learning expectations, then there is improved engagement and compliance. With this change in climate, we envision a 25% drop in suspensions compared to current year. Our vision for self-reflection and professional development continues with use of our Instructional Coach and Lead Mentors for ELA, math, and entry-year teacher support. This will assist in the continued transition to the new curriculum standards in each specific area. The IC will target the new guided reading and the use of the leveled book room as an intervention tool in the classroom, they will additionally support teachers in developing their own personal professional development plans which will be assessed using Marzano.

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. (1989 of 2000 maximum characters used)

Monroe Elementary is a school wide Title I site. We serviced 430 students pre-k through 6th grade during the 2016-2017 school year. The student population consisted of 51% males and 49% females. The student body included 9% Asian, 27% African American, 29% Hispanic, 2% Native American, 24% Caucasian, and 8% multi-racial students. 83% of the student body was eligible for free and reduced lunches. The attendance rate for 2016-2017 Monroe was 94% with 40% mobility rate. The Monroe Leadership team meets bi-monthly to discuss data, student successes and challenges, ways to improve instruction, vertical alignment, and professional development. The average of 40 parents attended outreach events. The parent conferences had a 75% attendance rate by the parents. Monroe follows the OKCPS curriculum. Additional instructional strategies and programs include, but are not limited to, intensive small group tutoring through small group instruction for at risk students, Level Literacy Intervention, F&P, Starfall, MYON, interventions using Chromebooks, and one intercessions for grades 3rd through 6th. Student achievement is measured through Star360 assessments, district benchmarks using Mastery Connect, OSTP tests, teacher created assessments and student surveys. Monroe utilizes OKCPS RTI protocols to address struggling readers. Monroe's received an overall report grade of a D+ for the 2015-2016 school year. The largest area of growth came in the bottom quartile student growth. The school showed a ten plus percentage points in both reading and math. Data however showed that we are still failing to meet the needs of our Black/African American and special needs students. Both the Star360/ Early Literacy and F&P assessments put the reading proficiency rate for K through sixth grade between 26 and 38%. The Star360 put the math proficiency rate at 39% in grades 2nd through 6th. With the first full year of PBIS implementation suspensions decreased from 39 to 25 students.

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. (1797 of 2000 maximum characters used)

Data sources for quantitative and qualitative review include the OCCT, STAR/STAR Early Literacy tests, 2015-2016 Edusoft District Benchmarks, unit tests, grade level assessments, student interest surveys, Lighthouse Mixed Method Assessments, weekly IXL data, Terms Reports for Student Behavior and Suspensions, and teacher anecdotal records on student achievement and behavior, and quarterly grades (Report Cards). Students are identified as being above level, on level, or below level using formative and summative assessments. The information pulled from all these resources are discussed during Leadership, Learner First Change Team, PLC, Staff, and grade level, and parent meetings. The Leadership Team uses all the available data and Google surveys to monitor the school's implementation of the SIP and its effect on student achievement. The Master Schedule is created using feedback from the faculty. The schedule includes a 90 minute reading block, a 60 minute math block, and 45 minutes of reading interventions daily. To ensure quality minutes for instruction are protected daily announcements are shared during Redbird Round-Up prior to 8:20 then again at 3:00 each day. Grade levels review data and identify power standards. Data from assessments are reviewed, discussed, and used to guide planning and instruction. The Monroe budget is discussed and decided by the Leadership Team. The Leadership Team meets bi-weekly to discuss current and future budget needs. The Title I budget is created to support student academic achievement utilizing research based interventions. Annual the Leadership Team discusses the use of staff positions funded by Title I. The members of the Leadership Team are continuously sharing information and gathering feedback with their constituents.

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. (1745 of 2000 maximum characters used)

Data sources for quantitative and qualitative review include the OSTP, STAR/STAR Early Literacy tests, District provided Benchmarks through Mastery Connect, F&P running records, unit tests, grade level assessments, student interest surveys, Infinite Campus Reports for Student Behavior and Suspensions, and teacher anecdotal records on student achievement and behavior, and quarterly grades (Report Cards). Students are identified as being above level, on level, or below level using formative and summative assessments. The information pulled from all these resources are discussed during Leadership, PLC, Staff, grade level, and parent meetings. The Leadership Team uses all the available data and Google surveys to monitor the school's implementation of the SIP and its effect on student achievement. The Master Schedule is created using feedback from the faculty. The schedule includes a 90 minute reading block, a 60 minute math block, and 45 minutes of reading interventions daily. To ensure quality minutes for instruction are protected, daily announcements are shared during Redbird Round-Up prior to 8:20 then again at 3:00 each day. Grade levels review data and identify power standards. Data from assessments are reviewed, discussed, and used to guide planning and instruction. The Monroe budget is discussed and decided by the Leadership Team. The Leadership Team meets bi-monthly to discuss current and future budget needs. The Title I budget is created to support student academic achievement utilizing research based interventions. Annually, the Leadership Team discusses the use of staff positions funded by Title I. The members of the Leadership Team are continuously sharing information and gathering feedback with their peers.

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.

(2188 of 5000 maximum characters used)

Monroe utilizes both 511 and 515 Title funds, general funds, and activity funds to support educational programs. Federal plans and budgets are due to the district in May prior to the next physical school year. The leadership team meets bi-monthly to discuss whether or not our resources are being used in an appropriate and effective manner. An example would be the use of the MYON online library to encourage reading both in and out of the classroom. The leadership team gets feedback from its individual group of stakeholders and revises the school wide Campus Improvement Plan in April and May. The Title I

funds are not flexible in that once a budget has been set and approved it is hard to revise. The general funds require that we use specific vendors to purchase items. Some long range planning is needed to spend general funds. Our activity funds have more flexibility but the items being bought must have a direct effect on students. Other outside resource were used to support academic programs at Monroe, Donors Choose grants, TSET Grants and The PTA. Monroe teachers wrote Donors Choose Grants and TSET Grants to acquire technology, furniture, and teaching materials for their individual classrooms. The Monroe PTA through fundraising and parent donations purchased a new RISO copier which will assist in parent outreach. Additionally, volunteers from ASCENT resources (a privately held corporation) and KIDS Hope (a community based volunteer tutoring program) provided tutoring and mentoring in reading and math to the students at Monroe Elementary. The students used a combination of Title I funded technology, Chromebooks and Smart Boards, district purchased Dell computers, and iPads obtained through Donors Choose Grants to utilize all web-based interventions, do research in science and social studies, and take school, district, and state assessments. All three school funding sources were used to provide professional development opportunities for teachers that supported either direct instructions of the district's academic curriculum, usage of intervention reading materials be used during small group instruction, or Positive Behavior Interventions and Systems.

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 (4993 of 5000 maximum characters used)

Monroe used whole group, small group, and individual in both reading and math. Whole group reading was ninety minutes followed by two thirty minute intervention periods to support at risk students identified by the Star360. Students who scored at the urgent intervention level received a total of 60 minutes of intervention on a daily basis. During the whole group portion of daily instruction teachers used smartboard technology to increase student engagement. It also enabling them to increase the availability of high interest supporting materials. Teachers utilized Chromebook, Myon, and Starfall as technology based reading interventions. For small group instruction, teachers in grades 1st and 2nd utilized one teaching assistant to monitor literacy centers and utilized classroom LLI kits. Books of varied interest and levels were made available to students to check out through the library. Students received 60 minutes of math instruction daily. Each grade level 1st through 6th had access to one cart of Chromebooks each. In the area of data and planning, Monroe utilized weekly grade level PLC meetings, bi-monthly leadership meetings, and bi-annual vertical team meetings. Teachers utilized the Oklahoma Academic Standards, state testing blueprints, and district pacing guides for both long and short term goals in the classrooms. The information shared during grade level PLC meetings was current student data obtained from classroom assessments, interest surveys, Star360, OSPT scores, and district benchmarks. Teachers also shared best practices used in their classroom. The leadership team discussed the implementation of the school's campus improvement plan. Overall school data was shared so that school wide academic trends were identified and addressed. The principal utilized the Marzano evaluation method to monitor teacher strategies and need for professional development four times a year. The principal had the teachers fill out a quarterly reflection sheet that had them outline their own strengths and weaknesses in the classroom. It also asked the teachers to outline their needs for professional development for the upcoming quarter. Surveys were used to monitor the use of the twenty brain friendly teaching strategies. The whole staff professional development that took place this year was target toward the school's and district's implementation of PBIS, the use of leveled libraries, and the balanced literacy block. Individual teachers or small groups of teachers received training on the use of Star360, LLI kits, Fountas and Pinnell running records, and technology. Monroe utilized the Star360, district benchmarks, Fountas and Pinnell running records, and teacher data to identify students in need of remediation outside of regular school hours. Monroe invited all the students who scored at risk to spring intercession. The intersession lasted five days, and the class sizes were decreased to ten students per teacher. Progress was monitored through a pre and post-test. Attendance was tracked for RSA purposes. For the 2017-2018 school year, Monroe will continue to use one classroom assistant in monitoring literacy centers and facilitating instruction in small groups. An instructional coach will be hired to facilitate the professional development and support teachers in the use of best practices in the classroom. Lead teachers for ELA and math will receive stipends to attend professional developments to support district initiatives and best practices. They will then conduct on site professional developments for the teachers in the building. One lead mentor will receive a stipend for conducting informational and instructional meetings with new teachers. After hours stipends will be paid to teachers to attend after hour vertical team meetings and professional development. To increase the availability of technology in the classroom, 170 Chromebooks and 6 carts will be purchased. Four smartboard projectors will also be purchase to increase student engagement during whole group instruction. Two laptop computers will be utilized for whole group interventions in math, reading, and PBIS expectations in the gym and cafeteria. An online subscriptions for Lexia, Myon, and Starfall will be purchased as a reading and math intervention for Pre-K through 6th grade. The Lexia online intervention incorporates a three tier cycle. To support the implementation of PBIS a basic fee, 425 student fees, 435 badges, a laminator, badge clips, laminating pouches, slot pouches, business cards, and lanyards will be purchased. These items will be used to track positive behavior demonstrated by students. High interest library books will be bought to support material being taught in the classroom and the student practice in selecting a just right book. Parent surveys indicated that games, snacks, drinks will increase participation at curriculum nights. Books will also be purchase as giveaways at events.

Monitoring/Compliance Documentation

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

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

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

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

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

Oklahoma Nine Essential Elements, #6

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

Describe the process for ensuring instruction is delivered by Qualifed Teachers. (1981 of 5000 maximum characters used)

Monroe employees twenty six certified teachers to serve our student population of approximately 430 students. The average years of experience is 8.7 years taught. Of the twenty six teachers, we have eleven teachers with 3 years of experience or less, however, this number is mirrored by the ten veteran teachers who have taught 9 or more years. OKCPS Human Resources does not hire a teacher or paraprofessional unless they are highly qualified for the position. Those teachers that have received their Oklahoma teaching certification either through alternative or emergency certification are monitored for their completion of the required classes or testing outlined by the Oklahoma State Department of Education, the Oklahoma City District Human Resource Office, and the school site principal. Monitoring takes place in October during school accreditation and then again in April. Both the teacher and principal receive notification of non-compliance. All paraprofessionals are required to have completed 48 college credit hours or pass a Keynotes test administered by an accredited institution. The title I parent meeting is held in August to review parent rights and the budget. The information is presented in the cafeteria using a projector and PowerPoint. The parents receive notice of this meeting via text, phone, and flyers home. The parents also receive their rights in the student handbook that they receive within the first weeks of school. There is also a link to the student handbook on the school's and district's web-sites. Parents also receive a copy of the school's parent/student/school compact and their rights at the first parent-teacher conference. Parents of students enrolled in classes that have a long-term substitute due to teacher absences or a job vacancy receive a letter outlining who is covering their classroom for any extended amount of time. The letter gives the name of the teacher and whether or not they are highly qualified.

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. (3535 of 5000 maximum characters used)

Monroe's professional development plan addresses individuals, groups, and the entire staff as a whole. Professional development decisions are made by the school's leadership team which consists of a representative from all grade levels, special education, an assistant, a parent, and administrator. Leadership meets bi-monthly. Long and short term professional development goals are selected to support the implementation of the products or services that have

been selected and purchased by the leadership team for student interventions in reading, math, and school climate. Long and short-term goals are brought to the table through the grade level representatives. The teachers also have access to a professional development tool that gives them direct access to the entire leadership team. This is available for teachers' input 4 times a year. Each teacher fills out a quarterly reflection sheet that asks them to describe their weaknesses and strengths. It also has them outline their need for professional development. Professional development needs are also identified by the administration through official and nonofficial observations. The professional development plan for the 2016-2017 focused on the leadership team which consists of a representative from all grade levels, special education, an assistant, a parent, and administrator. Leadership meets bi-monthly. Long and short term professional development goals are selected to support the implementation of the products or services that have been selected and purchased by the leadership team for student interventions in reading, math, and school climate. Long and short-term goals are brought to the table through the grade level representatives. The teachers also have access to a professional development tool that gives them direct access to the entire leadership team. This is available for teachers' input 4 times a year. Each teacher fills out a quarterly reflection sheet that asks them to describe their weaknesses and strengths. It also has them outline their need for professional development. Professional development needs are also identified by the administration through official and nonofficial observations. The professional development plan for the 2016-2017 focused on utilizing guided reading, implementation of the balanced literacy block, lesson plans, student data, and school-wide PBIS procedures. These trainings were provided by both on and off site district personnel. Implementation was monitored through classroom behavior referrals, classroom schedules, and classroom observations. For 2017-2018, the school's professional development will target positive discipline (PBIS), guided reading (instructional coach), and technology use (Chromebooks, LEXIA, MYON, and Starfall). We will utilize our instructional coach to give daily professional assistance for the implementation of guided reading and the use of classroom and school wide leveled literacy rooms. Due to major budget cuts, technology training will be taught in house utilizing current district and school staff, with the exception of LEXIA which will provide two days of training with the purchase of this product. One, hour long, professional development training calendar has been developed to address all needed long and short term goals. Two one hour professional development sessions will occur monthly. We will also have a two two hour vertical team meetings to facilitate collaboration between grade levels to meet the needs of students in reading and math curriculum.

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. (4955 of 5000 maximum characters used)

The Oklahoma City Public Schools only hires highly qualified teachers. It recruits highly qualified teachers through two district based teacher job fairs that take place in the fall and spring. Both teacher fairs are advertised in the newspaper, television, and the district's website. All Oklahoma City principals attend the job fairs to meet and set up interviews with prospective highly qualified teaching candidates base on the needs of their individual schools. All teaching positions are posted by the building principals on the district's online employment page. The district's teacher recruitment team travels to teacher job fairs outside of the district and state. The district has reached outside of the United States' borders through travel and skyping to recruit highly qualified teachers from Spain and Puerto Rico. The Oklahoma City Public Schools has affiliated itself with the Teach for America Organization to secure highly qualified alternatively certified teacher candidates from other states. They also work in conjunction with local and other state colleges and universities to recruit upcoming graduates from the college of education. The district has established a collaboration, University Teacher Preparation Academy (UTPA), with several local universities where college students do their student teaching in a school then are hired the second semester as a teaching assistant to give them four more months of experience in the classroom before seeking their first teaching position. The hope for both the student and school is that they will fill one of the vacancies for the next school year.The Oklahoma City Public School District holds a new teacher orientation prior to the new teacher reporting to their building. At this orientation teachers are given their district laptop and need passwords for their email and gradebook. They also receive training on district

expectations and policies. At Monroe new teachers regularly with the building's lead mentor to receive support in the areas of policies, procedures, classroom management, curriculum, and planning. They also have the support of the buildings lead teachers for ELA, math, science and social studies. Each teacher meets weekly with their grade level team and the principal in a scheduled PLC meeting. This allows for timely collaboration. The principal also holds informational meetings for new teachers. During these meetings, teachers can ask questions they would not ask in a PLC or staff meeting. It is also an opportunity for the principal to ensure that new teachers are aware of upcoming events or reports. At Monroe, the pullout schedule is written so that new and mentor teachers have at least two days outside of the day they meet with the principal to collaborate. Weekly PLC meetings allow the new and experienced teachers time to reflect on student data and exchange instructional practices they are using to teach the same skills to students. The Monroe Leadership Team meets twice a month to discuss, plan, and make decisions about how resources will be allocated or spent. There is a representative from each teacher group or grade level on the leadership team. Teacher direct line to the leadership meeting is the Professional Development and Needed Resource Document located on shared Google Documents. The information from this document is opened and discussed by the leadership team. Notes of the discussions are in the meeting minutes. Opportunity for teacher involvement in decision making is made available through school-wide committees. Academic issues are addressed by the school's Leadership Team. These members are selected by the principal. Operational issues are addressed by the buildings Faculty Advisory Committee. Committee members are selected by their peers. The Health and Safety Committee members are selected on a voluntary basis. All staff members are asked to join at least one committee by the principal. All three groups share their minutes in email or shared Google Documents. Highly qualified teacher assistants hired at Monroe are either encouraged to complete their degree or take the needed certification test to become alternatively certified. Schedules are adjusted so that classes can be attended or tests can be taken. Emergency certified teachers are given a professional development day to take required tests. Once a year, several of the National Board Certified Teachers at Monroe are given a chance to address the staff and tell them about the requirements and benefits of being a National Board Certified Teacher. National Board Certified Teachers receive compensation from the district when the budget allows. Teachers who have taught in a high poverty, low performing school can have a portion of their student loans paid. The principal signs a document to attest that the teacher has taught for five years in their high poverty, low performing school.

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. (3056 of 5000 maximum characters used)

Monroe has created both a Parent Involvement Policy and Parent-School Compact. Both documents are updated annually by the Monroe Leadership Team to reflect the needed changes identified by teacher and parent input obtained through surveys, parent meetings, and teacher collaboration during staff and PLC meetings. The Oklahoma City School District continues to use Infinite Campus to increase parent awareness of the child's grades, attendance, and discipline. The system will also allow for notifications from the teachers, school, and district. Monroe holds two academic nights, a Title I informational meeting, and a RSA informational meeting annually. The fall academic night focuses on reading while the spring academic night focuses on math and test taking strategies. Through the use of parent surveys and activity sign-in sheets we have changed times, dates, and activity focus. The 2017-2018 activities will be more student centered. Based on feedback (survey) Monroe Parents stated they preferred the "game" based events. Participants who attend the reading night will receive a free book, purchased by the school, to take home. During the fall reading and spring math night the activities will feature the use of various reading and math based games which will be purchased to engage students and parents in low cost activates that can be accessed at home. Some of the games in clued are synonym, antonym, rhyming, and homonym bingo, Learning Well Conclusions, Shipwrecked, Blurt, and Super Sleuth Vocabulary Game. For math night the games will include Zap Math Card Game, Pizza Math, Full Head of Numbers, chess, checkers, backgammon, Uno, dominoes, and Junior Learning Mathematics games. Each game requires either reading or math skills and the use of strategy. For attending the event participants will receive a book that has math concepts incorporated into the story. As an incentive for attendance, Monroe will use funds to purchase a low-cost snack for these events. Surveys will, once again, be given to parents as they enter each event. All events are advertised through the school's yearly activity calendar, flyers, phone calls, text, and the school's marquee. Ink and toner will be purchased to print flyers, calendars, and surveys for parents. During the Title I informational meeting parents are presented academic data from both district and state tests. We also share how that year's allocated monies will be spent to

benefit the child's education. Information on parent's rights to inquire about teachers and school practices are shared. 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.

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 are currently uploaded for this page.

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. (2364 of 5000 maximum characters used)

The critical transition points at Monroe are students moving from kindergarten to first, second graders moving to third, fourth grade students moving fifth, and fifth grade students moving to sixth grade. The transition from kindergarten to first is a critical transition point for students because the level of rigor increases in the areas of reading and math, this will be further facilitated by the purchase of IPADS for use at the PreK and K levels. The minutes that students are asked to sit and concentrate increases and the minutes spent in centers decreases. The transition between the second and third grades are identified with the pressures associated with the Reading Sufficiency Act (RSA) and the students' first experience with high stakes testing in both reading and math. The transition between fourth and fifth is also a critical transition point due to the increased rigor in all subjects. The students are given five standardized state tests. The outcome of these standardized test also determine where the students will attend sixth grade the next year. The transition from fifth to sixth grade at Monroe is difficult because the high performing students are now attending one of several local charter schools while the low performing students are left at Monroe. Monroe utilizes a back to school night to transition students into their new grade. The students and parents meet their new teacher the Friday before the first week of school. During these meeting the teacher shares expectations and school and classroom procedures are discussed with parents. They also exchange communication information for needed future communication. Students are allowed to roam around the room and maybe pick out their seat for the start of school. The principal moves from room to room making himself available to parents for questions and greeting the new and former students. The Monroe Counselor sets up an orientation meeting with the local feeder middle school for the sixth grade students in the spring. During this meeting the students learn about available electives, sports, and academic requirements from the middle school's counselor. During this meeting the students select their wanted electives for the next year. The parents of high performing students in fifth and sixth grade are encouraged to visit and apply to available charter schools.

Monitoring/Compliance Documentation
- copies of letters, flyers, and/or mailings notifying parents of transition activities

- attendance records of parent meetings regarding transitions
- evidence of vertical teaming among faculty (i.e. agendas, minutes, curriculum maps)

Teacher Inclusion in Data Decisions

Teachers need current and ongoing assessments such as observation, benchmarks, formative assessments and summative assessments that describe student achievement. In a schoolwide school, teachers should not only be involved in the assessment selection and creation process, but should be provided with professional development that increases their understanding of the assessment tools and how to use the results to improve instruction.

Oklahoma Nine Essential Elements, #2, #7

Guiding Questions
- Do teachers receive professional development on the multiple ways to disaggregate data?
- Do teachers receive professional development on how to change instruction to meet the needs of students identified by the data?
- Are these changes monitored and evaluated for improved student achievement?
- Have teachers been encouraged to hold regular data meetings analyzing student assessments and reviewing student work with other teachers?
- Are assessments regularly evaluated for effectiveness?
- Has a chart been created showing the types of assessments, the timeline of implementation and the intended purpose?
- Identify the formative and summative assessments that will be used to measure student growth towards proficiency of Oklahoma Academic standards.
- What steps will be taken to collect and analyze student data from formative/summative assessments?
- How will teachers apply student data to strengthen classroom instruction?

Describe school's process for including teachers in choosing assessments and collecting and analyzing data. (2983 of 5000 maximum characters used)

During the 2016-2017 school year, the teachers received training during two PLC meetings on how to complete, interpret and utilize the F&P running record. The teachers demonstrated the ability to identify specific areas of needed growth for groups and individual students in reading. Math data was obtained from the STAR 360 system, as during the 2015-2016 year. The teachers were trained to use the systems to create strings of interventions for struggling students. The charts and graphs obtained by the teachers allowed them to have informed discussions about whole groups with their grade level team members and administration during PLC meetings. The information was also used during the RTI process to inform parents and the RTI team as to the specific needs and interventions be used with individual students in the areas of math and reading. Additionally, discussions were held during the PLC's over the data obtained from the district's new benchmark testing system (which included tests in math, reading, social studies and science). They drilled down this data source to identify proficiency level of power skills. This allowed teachers to narrow their focus of their whole group instruction while targeting specific interventions to specific small groups. In kindergarten it allows the teachers to assign specific students to the classroom assistant for intervention in either reading or math. Students in grades third through sixth maintain individual data notebooks that give them ownership of their individual academic progress toward the Oklahoma State Standard in reading and math. Teachers maintain visible data charts for both reading and math in their classrooms to allow visitors, administration, and students to see the overall progress in the classroom. Administration maintains a school wide data wall that is highly visible to all stakeholders. The school wide data wall contains quarterly benchmarks in reading, math, attendance, and discipline. It also has information pertaining to the previous year's OCCT and the letter grade that was given to the school by the Oklahoma State Department of Education. All the information is presented in the form of graphs and charts. For the 2017-2018 school year will focus on using data to monitor the goals of students making one years growth measured by lexia and measuring the growth of students between pre-test and summative test in math. The data will be obtained through Lexia weekly reports and Mastery Connect. This data will be shared and discussed during leadership, PLC, and staff meetings. Data will also be used to discuss to implementation of PBIS systems in the school. The teachers will identify problem areas in the school and discuss needed adjustments school wide. They will meet monthly. During the planning period for next years plan the teachers will have an opportunity to give their input as to how effective we had allocated resources and what adjustments might need to be made.

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. (4288 of 5000 maximum characters used)

All Monroe teachers have been trained and are engaging in the use of the balanced literacy block. During their ninety minute reading block students participate in a read aloud, a shared reading, and small group reading instruction. During the read aloud the teacher is demonstrating to correct way to read a book. During the shared reading a specific skill is address at grade level for the whole group. During small group instruction students receive skills based instruction at their instructional level identified through Fontas and Pinnell (F&P) running records conducted by the classroom teacher. The other students engage in read to self, read to someone, listen to read, word works, and writer's workshop centers. Students identified as being below benchmark by F&P receive between 30 and 45 minutes of intervention through the use of LLI kits or Lexia skills based lessons. During the listen to read portion of the reading block students utilize Chromebooks to access Lexia, Starfall, or Myon online programs. Each Lexia lesson is supported by a paper pencil task to increase retention. Data obtained from Lexia enables the teacher to form small groups for specific skills interventions. Starfall supports both beginning reading and math. Myon enables students to practice selecting just right books and listening to higher level books to increase their comprehension skills. F&P running records are conducted at the beginning, middle, and end of year. Lexia student usage and academic data are monitored weekly. Data is shared by teachers

weekly during PLC meetings with the principal. Students that are identified through the academic screeners at being high risk are put on RTI. A plan is constructed by the classroom teacher, building psychologist, and student's parent. The initiates the developed plan and monitors on progress on a weekly basis. If the prescribed interventions fail a consent to test meeting is held with the parent. Data collected identifies students that are above, at, and below target on specific reading and math skills. In accordance with the Oklahoma Reading Sufficiency Act and student below standard in reading between kindergarten and third grade must has an academic progress plan (APP) that is shared with parents twice a year. Each APP must lay out the individual child's academic plan. Oklahoma Academic Standards will be monitor through the use of lesson plans, grade books, Mastery Connect, and weekly PLC agenda documentation. Specific strategies and their effectiveness are discussed during PLC and Leadership meetings.Monroe will use projected 515 funds to purchase 40 touch screen Chromebooks, a Chromebook cart, 2 laptop computers, and high interest books for the library. The touch screen Chromebooks will enable the kindergarten and Pre-k students easier access to both Lexia and Starfall online reading and math interventions in a center setting. The 2 laptop computers will enable teachers to engage students in reading and math intervetions during whole school setting such as Redbird Round-Up and lunch. Interventions include but are not limited to review of school wide PBIS expectations for common areas in the school, reading, and math. High interest library books will be purchased to support topics being taught in the regular classroom setting. Lower quartile students are identified through teacher conducted F&P running records which are given at the beginning and middle of the year. They are also identified through the Lexia online reading intervention. Per the Oklahoma Reading Sufficiency Act (RSA) each student have an academic progress plan in place. This information is shared with administration during leadership and PLC meetings. The information is shared with parents twice each year. Behavior issues are tracked using Infinite Campus. This allows us to look at whole school behaviors as well as individual behaviors. Monroe will be implementing the use of an online PBIS tracking system which will allow us to track positive behaviors that are taking place in the building. We will be able to determine what positive behaviors are being demonstrated and by who. The buildings PBIS team looks at quarterly data and shares their findings and next steps with the staff.

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:	9/19/2017
LEA Data Entry	
LEA Administrator submitted the application to OSDE on:	9/19/2017
Program Review completed on:	9/23/2017
Final Review completed on:	9/24/2017

Selectable Application Print

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 12:50:21 PM

Completed Print Jobs