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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - G2 - 0343 NORTH HIGHLAND ES - Priority

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

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Schoolwide Plan

Plan submission due dates:

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

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

Legislation:

ESSA, Section 1114

Regulations:

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

OSDE

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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

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. (653 of 2000 maximum characters used)

It is our vision that students develop a strong academic foundation in subjects like reading, writing, math and science. We need the students to understand disciplinary principles and concepts in order to focus on more productive outcomes. We want our students learn how to work collaboratively to complete tasks, produce shared work and understand and solve complex problems. Finally, we need them to learn how to monitor and direct their own learning, identifying what they do not know, recognize when and how they are confused, identify the obstacles or barriers to their success, and then determine and deploy strategies to address these challenges.

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. (761 of 2000 maximum characters used)

The school district provides the data for all stakeholders. It includes reading and math scores for 3-6 grade on the OCCT. It also includes student information such as enrollment, gender, ethnicity, average attendance, transfer rate, suspensions, and recommendations for retention. Staff information such as certification rate, minority percentage, attendance, average length of service, and educational background are also included. The school profile helps to identify the areas of weakness as well as areas of strength. Our building tracks student and community involvement through the use of sign-in sheets. Title I funds are used to provide activity and resources for parent/community engagement activities and purchase resources used in staff development.

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. (354 of 2000 maximum characters used)

The has the following data available:-Quarterly Reading and Math assessment scores from the Star360 for grades Kinder-6th-Early Literacy Quick Assessment (EQLA) for Pre.K students-District Benchmark-Progress Monitoring--Attendance- for students and teachers available each quarter-Suspensions-are available per quarter-weekly informal assessments

Step 5: Analyze Data

As the planning team analyzes the data, the gaps between the current status of the school and the established vision for reform should become more apparent. The strengths, weaknesses and need should become the basis for goals and strategies that should be developed in the written Schoolwide/School Improvement Plan. Results of the data analysis should be summarized and presented to all stakeholders.

Oklahoma Nine Essential Elements, #2, #9

Describe the process for collecting, analyzing and summarizing data. (221 of 2000 maximum characters used)

Reports are generated after each quarterly assessment. The data is then analyzed by the leadership team who then shares it with the staff to develop and implement strategies needed to strengthen the identified weak areas.

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

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

([count] of 5000 maximum characters used)

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

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

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

Guiding Questions

Evidence-based Strategies

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

Curriculum Alignment

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

Extended Learning Time

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

Assessment

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

Technology

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

School Improvement - required for sites in designation

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

Describe the reform strategies (2083 of 5000 maximum characters used)

The following scientific based research strategies are being used in the classroom: Blooms Taxonomy, QISA, Marzano, Positive Behavior Intervention System (PBIS). We are using active learning, PBIS, and Response to Intervention (RtI) to meet the needs of the students. The data being collected comes from Fountas & Pinnell, Teacher Checklist, RtI, and IEP. Administration uses test scores (pre and post) as well as F & P scores. Having daily objectives posted in the classroom is mandatory, and has to be posted at eye-level in student friendly language. Teachers are trained to support core academics in their own subject matter, most of it through professional development. Curriculum aligned with quarterly benchmarks. Students are knowledgeable of Oklahoma Academic Standards through parent meetings and postings on the district website. Teachers use the unit plans as guide for the school year as aligned to OAS. Teachers collaborate in horizontal and vertical teams twice a year. Extended day/year opportunities available to students include: intercession during breaks, summer school, whiz kids, and tutors (volunteers) and teachers (511). All academics are aligned with Oklahoma Standards to meet the needs of every scholar in our building. Technology plays a huge part in engaging the student's learning. There are a variety of different activities that student scan do to help them with whatever they are struggling on. We have hands-on math manipulative, student journals for writing and math, Time for Kids Magazines, Weekly Readers, and leveled reading libraries for each classroom, and a leveled reading room for the entire building to utilize (511). The classrooms are equipped with classroom audio systems (Redcat Audio Systems) to enhance the clarity of teacher instruction and add audio to the classroom. To make sure all classrooms have technology, each of the remaining classrooms will be equipped with Smart boards (515) and sound systems (515) to engage student in an effort to increase student achievement. MyOn (511) for reading intervention and enrichment.

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. (1478 of 5000 maximum characters used)

All teachers at our school are not highly qualified. We have a number of emergency certified teachers that have not yet taken the state tests. Our goal is to have all of our teachers certified as highly qualified. We have implemented the use of PBIS training building-wide, included a mentor teacher to work with new teachers (both to the district as well as the school), PLC's, and various professional developments that help teachers reach our goal. We do not have any incentives for advanced degrees and/or NBCT status, however we do qualify for the student loan forgiveness program as we are a Title I school. All parents/guardians receive notices of the Parents Right to Know which includes information on the qualifications of all building personnel. There is currently no template in place to inform parents/guardians when their student is being taught by a non-highly qualified teacher for an extended period of time. There are currently no data charts displaying teacher qualifications or years of service, however it has been recommended that we place a bulletin board containing this information in an accessible location. Our process for ensuring instruction is being delivered by HQT is having lesson plans accessible by all staff uploaded to our portal site, PLCs, and lesson plans turned into administrators. All of these measures occur on a weekly basis. In addition, both formal and informal as well as peer evaluations are conducted throughout the school year.

Monitoring/Compliance Documentation

- "Parents Right to Know" notification letter
- Sample parent notification regarding Highly Qualified status
- Data collection tools for HQT information

Professional Development - ESSA, Section 1114(b)(7)(A)(iv)

High quality professional development (PD) focuses on improving student achievement by elevating teacher, principal and other school personnel quality through evidence-based strategies. This professional development should be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals and parents. PD activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused activities designed to improve instruction and use of data from academic assessment.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Has a yearly professional development plan been developed? Were the teachers involved in the decision making?
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- What procedures are in place to follow-up on each professional development activity?
- How is implementation of strategies learned in professional development monitored?
- How are teachers supported and encouraged when implementing strategies learned in professional development?
- Do teachers have individual professional development plans? Do administrators?
- How are the individual plans developed? Does data drive the professional development decisions?
- Are stipends and/or substitutes provided for teachers attending professional development?
- Are teachers encouraged to facilitate professional development?
- How has professional development affected instruction? Does the data support this?
- What sustaining efforts are in place to support new staff with previously learned professional growth?
- What focused area(s) of need will be in addressed through professional development in the coming school year?
- How will staff be supported and encouraged when implementing strategies learned in professional development?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Professional Development, if applicable.
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- How is implementation of strategies learned in professional development monitored?
- How are stipends and/or substitutes provided for teachers attending professional development?
- How has professional development affected instruction? Does the data support this?
- What focused area(s) of need will be addressed through professional development in the coming school year?

Based on the comprehensive needs assessment, describe the focus of the school's professional development plan. (2683 of 5000 maximum characters used)

Lead mentors for reading and math are designated to assist with curriculum implementation and assist teachers with instructional strategies to improve student achievement. We have a yearly professional development plan that is developed with teacher input as well as a teacher leading the professional development. North Highland offered Fresh Start to teacher to return for professional development especially in classroom management to train two day

early than the original return to work day (511). Lead mentors (511) for reading and math are designated to assist with curriculum implementation and assist teachers with instructional strategies to improve student achievement. We used student and staff input data to indicate the need for chosen professional development. All of our professional development aligns with the goals of the schoolwide improvement plan. The follow-ups for implementation of strategies is through PLC's, staff meetings, and teacher evaluations. Teachers are further encouraged on implementation of strategies during weekly PLCs. Teachers and Administrators both have individual professional development plans, and all are able to access professional development through generation ready. Individual plans are developed through horizontal and vertical alignment and stipends are paid for most PD outside of contract hours. Teachers are highly encouraged to facilitate professional development. The district is in the process of implementing a mentor teacher for each building in an effort to support new teachers in their professional growth. Staff is supported in their endeavors through immediate administrative feedback. During weekly PLC meetings, staff are encouraged to share what is best practice in their classroom, and are encouraged to conduct and participate in peer observations. Each teacher creates at the beginning of the school a professional growth plan to be implemented throughout the school year. The data received and the areas of weakness drive the professional growth plans for each teacher. Strategies learned in PD sessions are being implemented in the classroom. To sustain these efforts we will continue put in place professional growth plans and make sure teachers receive the necessary PD they need to become better teachers. Professional development network opportunity to attend the National Alliance of Black School Educators Conference(515) this is an opportunity network and attend PD to help all students excel in school. Teacher will participate in a professional development opportunity through a private donation for a turnaround principal to help them analyze the data and use the information to drive instruction.

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. (1279 of 5000 maximum characters used)

There is no strategic recruitment plan in place. The district has ventured outside of the district to recruit highly qualified educators for vacancies within the district. All available open positions are posted on the district website as well as other web sites. There has been recruitment at the local universities, and the district has an annual career fair open to the general public. We do not currently partner with any neighboring districts in our recruitment efforts, and no future teachers in our community have been identified. Teachers have been encouraged to submit an application through district search soft. The district hosts a mandatory new teacher orientation before school commences and all district buildings are required to have a mentor teacher in place for next school year. Teachers are included in decision making, planning and resource allocation through vertical and horizontal team meetings, PLC's, and staff meetings. Teachers are encouraged through pay incentives as well as student loan repayment for qualified teachers. The district previously paid a stipend for NBCT however that was discontinued at the end of last year. Incentives offered to teachers that work in high poverty, low-performing schools is federal student loan repayment programs.

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. (2885 of 5000 maximum characters used)

There is a Parent Involvement Policy as well as a Parent-School Compact that is site specific and delivered to parents at the beginning of the school year. In addition, the forms are located on site for parents that wish to view them. We distribute both during open house and conferences as well as send them home in weekly Nicky folder (511). They are both updated annually. We keep track of parental involvement through the use of sign-in sheets as well as teacher notes on contact made with parents/guardians. Our school hosts several after school activities that offer opportunities for parents/guardians to learn methods in helping their student achieve academic success. These events are Math Night (9/21), Reading Night (TBD), and Parental Involvement Week (November). Parents have access to our online grade book is available and parents are given the information on how to access the site. Parents/guardians are informed of state standards during conference times as well as the district and school web site. Communication with parents is made weekly through folders Nicky (511), newsletters (Dell Color Printer 515), and phone calls home. Parent teacher conferences are conducted twice yearly in the fall and spring. In addition, teachers are available during planning blocks and before/after school for parents that are unable to make the scheduled conferences. We have an annual Title I parent informational meeting that is held in the fall. Parents are given an opportunity to look at the information as well as ask questions about what it contains. We encourage our parents/guardians to attend open house, conferences, as well as all school activities that involve students. To increase parent and community involvement we will (with Title funds) send communications in Spanish and English (515, 511) to try and increase the level of parental involvement at the school and provide needed resources and information for the community. We will also be providing donated snacks, include engaging make-take activities, celebrate student success on a regular basis, and include raffles/drawings for donated prizes to attendees. To improve school to home communication we will purchase Nicky folders (511) to send home with information regarding school events and student graded assignment. Parents are notified of parental involvement activities via newsletters, flyers and blackboard messages. The Dell Color Printer (515) will be used to make flyers and

newsletters in color so parents are more likely to read the notices. To encourage parental involvement we will provide lite refreshments (511) for the sponsored events. Postage (511) is needed to send home important information regarding parental involvement opportunities. The poster maker bundle (511) will be utilized to display student data for all stakeholders to see the progress that is being made in the school.

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. (1467 of 5000 maximum characters used)

The critical transitions points at our site are Kindergarten to 1st, and 1st to 2nd. Students need to have a strong foundation of literacy skills in order to be successful in higher levels. At this time, our counselors are not involved in the deciding of transition strategies, and parent orientation nights have been developed and implemented. The procedures that are in place for transition to the next grade level include a meet-and-greet with the new teacher, a discussion of school and classroom procedures, as well as an introduction into what the expectations are for all parties involved. There are no summer grade-level transition camps held at this time. Staff members meet twice a year in vertical teams to compare curriculum and plan strategies to close achievement gaps. Staff is not responsible for facilitating transition strategies at this time. There are currently no procedures in place for receiving new students at the school. Additionally, there are no documents that have been created to identify transition points, grades affected, and coordination efforts. We have no data to support whether or not professional development has affected instruction. We are currently implementing students spending a few days with the next grade level at the end of the year, and the middle school provides orientation to the incoming students. Smart Start (511) is utilized to assist parent in preparing their children from 6 months to 3 years old for school.

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. (1712 of 5000 maximum characters used)

Teachers receive information on how to disaggregate data during weekly PLCs as well as twice yearly staff meetings. Teachers are additionally given information on how to meet the needs of the students that are identified as struggling through our data. Changes are monitored and evaluated for improved student achievement and teachers hold regular data meetings to analyze student assessment and reviewing student work with other teachers. Assessments are regularly evaluated for effectiveness during PLCs. Charts/notebooks are kept for each teacher as well as each student showing the types of assessment being used to implement task specific goals. We use unit tests, Leveled Literacy Intervention Kits, Balanced Literacy Program, Everyday Math, and both F & P and Mastery Connect to identify the formative and summative assessments that will be used to measure student growth towards proficiency of Oklahoma State standards. Teachers evaluate the assessments and the information is given to the students to enter into their personal data notebooks. Teachers also post weekly assessment group score to the outside of their classroom doors. Data is discussed and evaluated during weekly PLCs. The application of student data helps teachers to modify instruction and build differentiated groups. Teacher will participate in a professional development opportunity through a private donation for a turnaround principal to help them analyze the data and use the information to drive instruction. The poster maker bundle (511) will be utilized to display student data for all stakeholders to see the progress that is being made in the school as well as individual classroom data and anchor charts for the classroom.

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. (1629 of 5000 maximum characters used)

The academic interventions are based upon F & P, OCCT testing, State and District PASS Bundles and Unit plans, and RtI groups. We also administer regular benchmark testing with Mastery Connect as well as weekly skill assessments in math and reading. Our site uses PBIS as our behavior framework. The school employs a fulltime counselor,, and two social workers (all three from 511) to help address the behavior challenges our school faces. Utilizing our assessment data the teachers and the team identifies student who are struggling to provide them with additional services, such as after school tutoring, whiz kids, in school tutoring and mentoring. These services are designed to improve student achievement. During the school day identified student receive an additional 30 minutes of small group instruct and one on one tutoring from volunteer group such as Brilliant Book Club and volunteers. This year the behavior team has implemented an In School Suspension (ISS) to avoid suspension and reset room for the student who needs a opportunity to cool down. We will look the number of students who were assigned to ISS and RESET, survey the students and teacher on its effectiveness. The poster maker bundle (511) will be utilized to display student data for all stakeholders to see the progress that is being made in the school as well as individual classroom data and anchor charts for the classroom. North Highland utilizes a teachers assistant (511) among classrooms to assist students who are in need of intervention. Classroom

materials (511) will be purchased to assist students with interventions in reading and math.

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:	9/22/2017
LEA Data Entry	
LEA Administrator submitted the application to OSDE on:	9/22/2017
Program Review completed on:	9/28/2017
Final Review completed on:	10/1/2017

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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