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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - G5 - 0344 OAKRIDGE 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. (579 of 2000 maximum characters used)

Oakridge's school vision for reform is to improve by 10% the number of students that are proficient in reading and math as evidenced by the OCCT. Oakridge plans to improve upon the school's letter grade each year until a letter grade of "A" is acquired. The data used in the needs assessment is the OCCT, 2015-2016 OKCPS Quarterly Benchmarks, ELQA, Fountas and Pinnell, Unit Test, Staff and Student Attendance, Formative and Summative Assessments, Quarterly Grades (Report Cards), Weekly Mini Assessments, Observations, WIDA, Professional Development, and Parent Involvement.

### 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. (1454 of 2000 maximum characters used)

Our curriculum and instruction aligns with the State and District Standards. The school measures students success through, the OCCT, 2015-2016 OKCPS Quarterly Benchmarks, ELQA, Fountas and Pinnell, Unit Test, Staff and Student Attendance, Formative and Summative Assessments, Quarterly Grades (Report Cards), Weekly Mini Assessments, Observations, WIDA, Professional Development, and Parent Involvement. Our teachers attend professional development which includes PBIS, GE, team and staff meetings, technology training, and other classes as necessary. The parental involvement includes Back to School Night (86 parents attended in 2017), Open House (54 parents attended in 2017), weekly communication, newsletters, and PTA. Our community involvement includes the Harvest Food Drive, The Memorial Marathon, and PALS Basketball League. Oakridge is a Title One School that services students of diverse cultures, through parental and community involvement, weekly communication, newsletters, and PTA. The vision for reform is to see 80% of all Oakridge students performing at the proficient level as evidenced by the OCCT. This goal is accomplished by using the data from assessments such as the 2015-2016 OKCPS Quarterly Benchmarks, ELQA, Fountas and Pinnell, Unit Test, Student Attendance, Formative and Summative Assessments, Quarterly Grades (Report Cards), Weekly Mini Assessments, Observations, WIDA, Professional Development, and Parent Involvement

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

Oakridge currently receives a quarterly report on attendance. This report is reviewed for excessive absences and tardiness. This will help the teacher to identify the specific need of each student to determine academic and the participation needs of students due to lack of participation. Common formative assessment consist of Fountas and Pinnell. These assessments are quarterly. The data received from the common formative assessments is used to gauge the current needs of the child. Adjustments to instruction are made accordingly. Progress monitoring is conducted once per week with weekly reading and math mini assessments. The immediate results guides teacher towards specific instructional needs. Non academic data such as suspensions are monitored closely. Oakridge has utilized the use of In School Suspension (ISS) in an effort to monitor student behavior in hopes of diverting the need for Out of School Suspension. It has reduced the number of suspensions this year.

**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. (231 of 2000 maximum characters used)

Data that will be utilized to support the vision for reform will be the data results from the quarterly Fountas and Pinnell, Unit tests conducted weekly, quarterly attendance records, and the quarterly grades given on report cards.

**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.

(0 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 (2999 of 5000 maximum characters used)

The Scientifically Based Research Strategies: The instructional strategies used are peer tutoring, small group instruction, differentiated learning, tier instruction, learning centers within the classroom, listening centers, class room libraries, and modified assignments. Daily objectives are posted in the classrooms. They are modified for the students to be able to clearly understand what they will be learning that day. Our teachers are highly qualified and trained in their core subject areas. The students attend the computer lab 2 - 3 times a week using web based lessons that are uploaded by the computer lab teacher assistant. The Computer lab teacher assistant is also responsible for monitoring the students with the classroom teacher and running reports on student progress. The students use MyOn and AR in both the computer lab and in the classrooms with the Chromebooks and SmartBoards. In the classrooms the teachers utilize the document cameras, projectors and smartboards as a strategy for visual engagement. Curriculum Alignment The curriculum is aligned with the Oklahoma City Public School board and the State Department of Education. Yes, students are knowledgeable of the standards because they are posted along with their objectives every day. The teachers discuss the OAS before, during and after the lessons with the help of an academic rubric. The district is providing a training seminar to create curriculum maps and pacing calendars. Teachers utilize their Professional Learning Committee time to collaborate with their team members as well as vertical teams and administration. Extended Learning Time After school tutoring for reading and math by using MyOn, Imagine math, AR, Balanced Literacy, district offered summer school program for reading and math, intersession for spring as well as in class instructional support with teachers. Daily prizes like books and school related materials are given for attendance. Benchmark assessments as well as are used to monitor their achievement. Most of our extended day teachers are the students actual classroom teachers and for those that are not basic communication of students level are done between the teachers. Ongoing professional development with the Oklahoma City Public Schools curriculum department as well as Oakridge staff and administrator. Assessment Fountas and Pinnell in fall, winter and spring for benchmark assessment. Based on Fountas and Pinnel results students are placed into groups for further instruction and small groups. Yes, all students have the opportunity and data will be analyzed and instruction will be adjusted to meet the students needs. Technology The classrooms are issued ChromeBooks as well as desktop computers for the students to use. Each classroom is equipped with a smartboard, projector, and document cameras. The students are excited to use the ChromeBooks as well as the smartboards which makes the engagement and motivation of learning increase.

**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. (640 of 5000 maximum characters used)

Only Highly Qualified Teachers are interviewed for potential employment at Oakridge Elementary. All of our teachers are highly qualified. We are not able to offer incentives for advanced degrees and/or National Board certification. Our parents are notified with a letter if there is a non-highly qualified teacher teaching for more than four weeks at Oakridge. To support our first year teachers and emergency certified teachers, we have an Instructional Coach at Oakridge. We have not created data charts to display the teachers' degrees nor years of experience. That could be something that we will do during the 2017 - 2018 school

### 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. (1888 of 5000 maximum characters used)

A yearly plan has been developed. Teachers were involved in the planning. The Professional Development activities will be on going with follow-up during PLCs and staff meetings. The Principal will monitor the implementation and effective use of the learned instructional skills and strategies. The teachers will self-monitor the implementation and effective use of the learned instructional skills and strategies through reflection and discussions. 1. Infinite Campus 2.

PBIS 3. Technology for Chromebooks & Google, SmartBoards & Document Cameras 4. Lead Teachers in Core Subjects will train, instruct and guide grade level teams and staff. 4. RSA Training 5. Continuing TLE 6. GE/Fall Conference 7. Guided Reading 8. SDE Conference for Pre-K and Kdg. teachers Our teachers were included in formulating our school wide goals for 2017 - 2018. Our Leadership Team developed the school wide plan with input from staff. We will review the school plan monthly during our staff meetings so that all staff will be involved in the implementation. Our staff offers input to both the Faculty Advisory Committee and Leadership Team. We also use the Problem Analysis Form. When available, stipends and substitutes are provided for teachers attending professional development. The teachers, within the PLCs, will review and analyze data from prior year's report cards, school report card, weekly mini-assessments, behavior incidents and student attendance and make the necessary changes in instruction and curriculum to meet the needs and of the students and ensure continual improvement in academic progress. As changes are made professional development will be implemented to help with the changes. Mentor teachers, grade level teams, and weekly PLC's support new staff with previously learned professional growth.

#### **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. (1332 of 5000 maximum characters used)

The Principal attends district job fairs and uses Search Soft to recruit high-quality, highly qualified teachers for Oakridge Elementary School. As applicants are screened, the Principal thoroughly researches references provided by potential applicants. As a staff we also use social media to promote job openings at our school. Some of the strategies that we use to retain high-quality, highly qualified teachers at Oakridge includes: collaboration among support and certified staff, professionalism exhibited, opportunities to serve on committees, be a member of decision making committees, high level of morale among current staff, culture of mutual respect, vertical planning, PLCs, opportunities to attend PD as well as site based PD, instructional support through the Instructional Coach for first year and emergency certified teachers and those that desire additional curriculum support and strategies, and mentor teachers for new teachers. New teacher orientation takes place on the district level as well as at Oakridge. Teachers new to Oakridge receive a staff handbook. Our mentor teachers collaborate with new teachers as least once, weekly. Teachers are encouraged to obtain additional degrees and certification. At this time we are not able to offer incentives to recruit and retain teachers at Oakridge.

#### 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. (1631 of 5000 maximum characters used)

Parent Compacts and school policies are distributed to parents during student enrollment and during the Annual Title One Parent Meeting. They are updated annually. Parent involvement activities will be evaluated by surveys. Parents are notified and encouraged to attend events through Blackboard Connect Calls, Oakridge Newsletter (paper and toner will be purchased through 511), Emails, Weekly Thursday Folder, School and District websites, and Parent Teacher conferences. This information was also provided in the monthly newsletter and Blackboard Connect Calls. Parents will be involved in the implementation of the plan through Title One meeting, conferences with teachers, and school wide assemblies. Parent input will be gathered through surveys, parent conferences, and informal conversations and evaluated after each event. The data gathered from the surveys will guide the creation and improvement of future parent involvement activities. Family Literacy Night and online academic programs are available resources for parents to help their child academically. Oklahoma City Public Schools will be utilizing Infinite Campus for the grade book. There is a parent component. Parents are informed of state standards during Open House, Annual Title I meetings in the fall, Fall and Spring parent teacher conferences, and prior to state testing in April. Teachers communicate with parents through phone calls, emails, daily homework and weekly Thursday folders. The Parent Liaison is part of the planning committee for our Title One plan and contacts parents with additional information and resources to support our families.

### 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. (2115 of 5000 maximum characters used)

Our critical transition points for Oakridge are Pre-K to Kindergarten, Kindergarten to 1st grade and Elementary to Middle School. Oakridge has a counselor who comes twice a week. She has done individual and class sessions to prepare the students for transition to other grade levels. We offer a Back to School night before the school year begins. This allows parents and students to be introduced to the next grade level teachers as well as receive information on the skills that will be taught during that grade. Our Back to School night that was held in July. We have a weekly school wide assembly in which the students become acquainted with all of the teachers at Oakridge. We do not offer summer grade-level transition camps. As new students are enrolled at Oakridge, the classroom teacher assigns a "buddy" for the new student. At Oakridge Elementary, teachers have informal meetings to discuss and plan strategies to close gaps in achievement. Vertical collaboration can be seen at Oakridge daily through the collaboration between grade levels. Vertical collaboration allows teachers to discuss where they will expect students to be by the end of one grade level so the teacher the following year will know where to pick up. Part of our ongoing plan will be to improve in the area of formal vertical collaboration. The plan is to have vertical teams meet quarterly to discuss strategies for mastery of State Standards. Our Staff meets on an informal and formal basis. Middle school counselors came and provided an orientation to the 6th students. Six grade students were also invited to Webster Middle Schools Orientation. The parents were involved in the transition by providing guidance to the students for the middle school curriculum and choices. Our school participates in our district's Open House night. At the Back to School Night and Open house parents are given the OKCPS student handbook, as well as the Oakridge school handbook, tour of the school and meeting staff members. No documents have been created to identify transition points, grades affected, and coordination efforts.

### 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. (1241 of 5000 maximum characters used)

We have received PD to be able to disaggregate data. We use our weekly assessments in Reading and Math, the OCCT data, OKCPS Benchmark data, and attendance and behavior data. The data then drives the instruction and used to make changes in strategies, differentiated groups, modified assignments. The teachers lead the students in reviewing data from assessments. The students as well as classroom teachers, use graphs and charts to represent the progress of student achievement. The students in 3rd - 6th grades made goals for assessments. Data is reviewed during weekly PLCs as well as with the Leadership team and during staff meetings. Graphs and charts are displayed through out the building to show student progress. We have not created charts showing the type of assessments nor the timeline for implementation. The assessments used with the Oakridge students includes: the ELQA for the Pre-K students, OKCPS skills sheets for Kindergarten students, Fountas and Pinnell, unit tests, weekly tests, OKCPS Benchmark assessments and OCCT. The Instructional Coach supports teachers with data disaggregation for the teacher's individual students as well as classroom data. Ongoing PD is available for disaggregation of data.

### 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. (1288 of 5000 maximum characters used)

Our academic intervention strategies includes: differentiated instruction in math and reading, web based curriculum sites to reinforce the State Standards, extended learning sessions, peer tutoring, and cooperative learning groups. Each teacher utilizes a listening center as well as academic centers. During the reading block, teachers incorporate both large and small group instruction. Leveled readers are assigned to students for additional standards mastery. The students in each classroom utilizes the chrome books daily in the classroom and the computer lab for further enhancement for mastery of the State Standards in reading and math. Our district has offered small group instruction PD for teachers during Intersession classes. Students' growth is monitored through the weekly and OKCPS Benchmark assessments. The teachers analyze the data from those assessments to decide which strategies were effective. Improving quarterly grades also help us to evaluate the effectiveness of our intervention strategies. Our teachers are available to confer with parents frequently to discuss student progress. The use of the RSA APP data helps us identify students that are not progressing. We use RtI for different strategies with the students. We continue to implement PBIS.

**Monitoring/Compliance Documentation**

- written assessment and intervention plan
- evidence of monitoring and evaluation of students receiving additional assistance
- evidence that additional assistance supports curriculum and is aligned to Oklahoma Academic Standards

**Submit**

**The application has been approved.**

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Consistency Check was run on:	10/20/2017
LEA Data Entry	
LEA Administrator submitted the application to OSDE on:	10/20/2017
Program Review completed on:	10/20/2017
Final Review completed on:	10/23/2017

## Selectable Application Print

**The application has been approved. No more updates will be saved for the application.**

Requested Prints will be processed on the hour, from 8:00AM to 8:00PM, Monday Friday. Once completed, a link to a PDF will display on the Right Side of the page under Completed Printed Jobs. Applicants may save this PDF to their local computer, and print as desired.

Completed Print Request links will remain on this page for 7 days. After that time, the document will be removed. If you would like to retain a copy beyond 7 days, please save the PDF to your local computer.

### Request Print Job

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### Requested Print Jobs

[Requested by Terry Fraley on 11/7/2017 12:55:00 PM](#)

### Completed Print Jobs