

---

**Application Printout**

---

**eGrant Management System**

**Printed Copy of Application**

Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - B6 - 0352 PARMELEE ES - Priority

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

Cycle: Original Application

Date Generated: 11/7/2017 1:02:38 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](mailto:Debbie.Pham@sde.ok.gov)

Phone: 405-522-1929

Shelly Ellis, Executive Director

Email: [Shelly.Ellis@sde.ok.gov](mailto: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

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Teachers

Name

Christine Dawson

Constituent Group

Teachers

Name

Ricki Wyninger

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. (1064 of 2000 maximum characters used)

Mrs. Lewis and the Parmelee staff have implemented several strategies to ensure improving student achievement remains the focus. The vision for Parmelee is to provide a learning environment which supports both student and teacher growth. Student achievement goals for all grade levels are posted throughout the building- this information is monitored by staff and students and used for planning daily lessons and interventions. All students receive interventions either from the teacher or the Remedial Specialist. The staff at Parmelee use their Campus Improvement Plan as the guiding force for the school improvement process. Mrs. Lewis monitored effective instruction of her staff by using classroom observations to ensure students are engaged in the lesson. She provided assistance to struggling staff members by providing professional development and providing a mentor for every new staff member. She also uses OKCPS Curriculum resources and her Stated Department of Education consultant to provide assistance to struggling or newly hired teachers.

### 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. (1166 of 2000 maximum characters used)

The staff at Parmelee planned and implemented practices which ensured all stakeholders had a clear understanding of the school's goals. The goals were present on all communication provided to stakeholders -they were also displayed both school wide. Student data and goals were monitored during staff meetings, weekly PLCs and parent meetings. A special emphasis was placed on identifying and addressing the needs of the underachieving students - they had top priority to participate school interventions. The following data will be reviewed and monitored by the Parmelee staff: OCCT, F&P, benchmark assessments, teacher records and formative assessments. The school's administrative staff and Instructional Coach helped to implement and monitor best practices and instructional strategies. The admin team provided continuous professional development in content areas and tailored curriculum. Teachers were given the opportunity to unpack the new curriculum. Staff members participated in professional development activities which supported implementing guided reading, various instructional strategies and implementation of the Oklahoma Academic Standards.

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

The following data was reviewed and monitored by the Parmelee staff: OCCT, F&P, benchmark assessments, teacher records and formative assessments. The Parmelee staff plan to include teaching methods which include the use of technology such as Smart Boards and projectors, document cameras, Chromebooks and carts to meet the needs of the learners. Technology programs included are Myon and Think Through Math.

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

Assessments are reviewed during PLC meetings - lesson plans are also reviewed. PLC formats have been modified to place a greater emphasis on collaboration and tracking student progress - teachers use a form to provide consistency. Classrooms contain data walls to display current data - this too is a consistent pattern present in the lower grades. Data Notebooks are used by both staff members and students - current assessment data is recorded in the data notebooks.

**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 (2973 of 5000 maximum characters used)

The staff at Parmelee is planning to continue to implement practices which ensures all stakeholders have a clear understanding of the school's goals. This will occur by providing the goals on all communication provided to stakeholders and displaying both school wide and grade level goals. Student data and goals will continue to be monitored during staff meetings, weekly PLCs and parent meetings. A special emphasis will be placed on identifying and addressing the needs of the underachieving students - they will have top priority to participate school interventions. In order to meet the needs of these students, 2 Administrators and 2 teachers will attend the National Title 1 conference in Philadelphia, PA (2/8/18-2/11/18). The following data will be reviewed and monitored by the Parmelee staff: OCCT, F&P, benchmark assessments, Fountas and Pinnell assessment, teacher records and formative assessments. The Parmelee staff have plans to include teaching methods which include the use of technology such as Smart Boards and projectors, document cameras, Chromebooks and carts to meet the needs of the learners. Technology programs included are Myon and Think Through Math- the Computer Lab teacher will provide staff and students with assistance in this area. The school's instructional coaches will help implement and monitor best practices and instructional strategies. The admin team will provide continuous professional development in content areas and tailored curriculum during staff meetings and PLC's. Teachers were given the opportunity to unpack the new curriculum.. Staff members will participate in professional development activities which support implementing Benchmark Literacy, Fountas and Pinnell, various instructional strategies and implementation of the Oklahoma Academic Standards. Technology, the Leveled Book Room and Instructional Coaches will provide staff members with a balanced literacy program which focuses on increasing Reading achievement for all students- A remedial specialist and at teaching Assistant will also provide needed support in this area. Lead teachers for Reading, Math and Science will assist the Administrators with ensuring staff members continue to enhance their professional skills in these areas. Standards and grade level skills will be identified based on OCCT data, benchmark data, Fountas and Pinnell, and other OKCPS approved assessment instruments. In order to ensure the rigor of Guided Reading is being implemented, Parmelee will provide a variety of resources, including; Leveled Book room, LLI Kits for all Reading levels, Scholastic and Fountas and Pinnell leveled classroom libraries and Leveled Fountas and Pinnell Collections to provide multiple titles for all Reading levels. In order to build relationships with students, that will in turn lead to increased student achievement, all teachers will attend Capturing Kids Hearts training. This will include implementation follow up training.

**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. (493 of 5000 maximum characters used)

All teachers and paraprofessionals are highly qualified- this has been determined by the HR Department. All parents have been notified of their rights regarding highly qualified teachers. A letter was created for notification to parents in the event students were taught by a non-highly qualified teacher for more than four weeks. Highly qualified data has been included on the school report card for parents to view. Staff members who receive advanced degrees receive additional compensation.

### **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. (2162 of 5000 maximum characters used)

Teachers are provided with professional development during weekly PLC's, staff meetings and District trainings provided during off contract hours. A survey was provided to staff members regarding identifying professional development needs and the effectiveness of ones they have received- teacher and student data was also used for identifying professional development needs. Staff members will receive professional development which supports guided

reading/Benchmark Literacy, Technology programs, PBIS and other approved District curriculum.. These trainings will continue to support District curriculum and the school's vision for reading instruction. Parmelee has provided staff members with books for book studies regarding Marzano instructional strategies. Additional on-line resources available in Safe Schools and iObservation will also be used to provide staff members with professional development in identified areas. A school instructional coach will help teachers address gaps in the context of new learning by providing resources and tools which relate skills that are laser-selected and applied right away with new content. A special emphasis will be placed on implementing guided reading instruction as well as Benchmark Literacy. The school instructional coach will plan and develop pieces of what teachers need to teach to their students and the know how to teach the content at the desired pace. Evidence will be students gaining an understanding of the real-world relevance and purpose of the concept, critical vocabulary, including what the words look and sounds like, the basic and new skills needed to master the concept, and the big picture of where instruction is going. Lead Math, Language Arts and Science teachers will be trained to provide additional support to staff members regarding effective instructional strategies in these content areas. We will ensure the continued growth of our students by sending 2 administrators and 2 teachers to the National Title 1 Conference in Philadelphia, PA in Feb. 2018. All teachers will attend Capturing Kids Hearts training and be provided with implementation follow up training.

**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. (1200 of 5000 maximum characters used)

The administrative team at Parmelee have worked hard to a collaborative environment which provides support to both new teachers and established faculty members. Mrs. Lewis collaborates with various local colleges and universities to identify potential candidates for staff members. In addition the school district has a recruitment team that attracts highly qualified teachers. The district holds job fairs which we send an administration team and grade level representatives. When the district holds job fairs ads are placed on websites and newspapers. Open positions are posted on the district website. Teachers are encouraged to continue with their education. Currently new teachers are supported by school Instructional Coach and Mentor Committee . They are assigned a mentor and have beginning of the year PD. The school mentors are there for the duration of teachers' needs. PLC's are another way of collaboration for support with new and existing teachers. Teachers are encouraged to continue their education and advance in their careers including NBCT certification. Teachers who work in high poverty, low performing schools receive some incentives from universities and debt elimination.

### 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. (1146 of 5000 maximum characters used)

The school/parent compact is provided to all parents at the beginning of the school year - it is also provided to parents when they enroll students throughout the year. Parents are provided with a link to the OKCPS's Student Handbook at parent teacher meetings. Staff member conduct parent/teacher conferences to ensure parents are informed regarding their child's progress. Weekly folders are also used to provide parents with weekly communication. Smart Start will be implemented to provide parents with information which supports early learning. Smart Start provides parents with parenting lessons which are designed to support early reading and math skills - attendees are provided with materials which supports the learning process at home- this is also supported by materials and supplies included in the school's budget. Parent Newsletter (mailed), family reading and math nights (parents make and take instructional activities) will continue to be supported by all staff members - both support and administrative. The LLI Kits provide at home books for struggling leaders. PTA holds monthly meetings and events to include 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.

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. (2299 of 5000 maximum characters used)

The faculty members at Parmelee are committed to providing an environment which promotes learning strategies which addresses all learning styles and allows all students to transition from grade to grade and school and school effectively. All staff members will provide successful interventions and programs which provide support to students entering Parmelee. Teachers will implement strategies which promotes higher-level thinking such as: think time- providing students with at least 5 seconds of silent think time before answering questions, jigsaw questions - students work in groups to develop questions about a topic they are studying, or cooperative learning - structured interaction based on basic principles or guidelines. Teachers will assess the academic skills of new students entering Parmelee and provide pertinent information to all of his/her teachers. Classroom/Grade Level Teachers will develop and distribute Informational Handouts to provide parents and students with pertinent information regarding classroom rules and procedures during Back to School Night, RSA Parent meetings, PTA events, and our Math and Reading Parental Involvement Nights, as well as, other parent activities. Parmelee will continue to hold Pre-K Round-Ups to provide parents with an opportunity to gain information about the school. Students and parents will have the opportunity to take a tour of the building and visit the classes. Finally, teachers will continue to work with various agencies to provide parents of students with special needs opportunities to enroll their students in our Special Education Pre-K Program. The faculty members at Parmelee are committed to providing opportunities for staff members to articulate and implement grade level goals and objectives with all staff members. All staff members will participate in vertical planning meetings. These meetings will meet quarterly and provide them with the ability to articulate identified skills and deficiencies. Staff members will also participate in horizontal planning meetings. These meetings will and provide grade level teachers opportunities to plan upcoming lessons and activities, discuss and review student data and determine which researched based strategies should be implemented to ensure student success.

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

OKCPS uses the following assessments to measure student progress: benchmarks in ELA, Math, Science and Social Studies as well as the and Fountas and Pinnell text level assessment to measure student reading levels. The assessments identify those students in the bottom percentiles and what standards are lacking, as well as assist with identifying the strengths and needs. Fountas and Pinnell assessment will be utilized to ensure students are being taught at their instructional Reading level. Time during PLCs is given to work together to analyze teacher data and grade level data weekly, as well as provide professional development on Guided Reading. Staff members will continue to receive professional development regarding using data and assessments for planning daily lessons and interventions. All District approved assessments are evaluated annually by personnel in the Curriculum Department.

### 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. (1435 of 5000 maximum characters used)

Teachers are teaching standards and meeting the student at their level to meet the learning needs. RTI, PBIS, differentiated instruction and flexible groupings are all used within the classrooms. OKCPS has adopted Benchmark Literacy as the District Reading curriculum. This ensures that all students are being taught at their Reading level. Teachers utilize leveled book rooms, Scholastic and Fountas and Pinnell classroom libraries, as well as LLI Kits for instruction. Technology integration and cross curricular integration occur, as well. Teachers receive professional development in standards based curriculum and teaching methods and best practices in PLC. Students receive tiered instruction as well as intervention times -they are also provided with opportunities to attend intersessions, WHIZ Kids, IMPACT tutoring and after school tutoring. Students are identified through teacher judgment and assessment data. Students are progress monitored to check for understanding. ELL services and special education services are available for those in need. Parmelee's Assistant Principal, Mr. Pelletier monitors the RTI process - Mrs. Lewis stated she is working to strengthen procedures currently in place. Lead staff members will participate in summer professional development regarding effective instructional strategies - the school will use the "trainer of trainer" model to ensure all staff members receive the same training.

**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:	9/25/2017
LEA Data Entry submitted the application for review on:	9/25/2017
LEA Administrator submitted the application to OSDE on:	9/26/2017
Program Review completed on:	9/29/2017
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.

## Request Print Job

Schoolwide

Request Print

## Requested Print Jobs

[Requested by Terry Fraley on 11/7/2017 12:13:47 PM](#)

## Completed Print Jobs