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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - D0 - 0353 PIERCE ES

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



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. (839 of 2000 maximum characters used)

The VISION of Pierce Elementary is to develop 21st Century citizens (readers and writers that think critically, solve problems, and are technology literate) who value education as a resource for their future and productive living. As a staff, we will accomplish the goals we have for OUR students collaboratively, recognizing that learning does not take place in a vacuum, but instead to ensure the mastery of skills, instruction must be sequenced and assessed on a continual basis. With fidelity, we will integrate rigorous Oklahoma Academic Standards across all content areas, ensuring OUR students will be competitive in their future educational, career, and personal endeavors. We will use data to drive instruction and to determine student growth. Student failure is not an option. Student success is essential and will be celebrated!

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. (850 of 2000 maximum characters used)

A collective Needs Assessment was conducted by soliciting input from the entire staff via Google Docs. Staff members were asked to respond to various statements that covered areas of focus for students: student needs, curriculum and instruction, professional development, family and community involvement and school environment and organization. The Campus Leadership Committee acts as a voice for all staff in response to instructional issues. The Campus Leadership Committee advises and plans for reform/growth. This committee meets periodically throughout the school year and in the spring meets weekly to develop and revise the Campus Improvement Plan for the next school year.*The Campus Leadership Committee recognizes the need to survey stakeholders (students, parents, community) and will develop a tool for doing so during the 2017-2018 SY.

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. (718 of 2000 maximum characters used)

At Pierce Elementary we have access to many sources of data from the beginning of the year to the end of the year so that we can constantly and consistently gather data to respond to students and their academic needs at the soonest point possible and with effective instructional practices that will support and promote student academic growth. Data sources we use include: OSTP scores, STAR Reading & Math (BOY, MOY, EOY), Fountas & Pinnell Initial Word List (BOY) & Benchmarks (BOY, MOY, EOY), OKCPS District Performance Assessments (Math, Science, Social Studies), ELQA (administered to Pre-K students five times per year), small group intervention observations, Daily Grades, District Benchmark scores, attendance.

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. (1880 of 2000 maximum characters used)

After reviewing data trends and input gathered from staff the Campus Leadership Committee has determined the need to increase our instructional effectiveness in all curriculum areas in order to meet the demands of Oklahoma Academic Standards and the expectation and desire to ensure students are College and Career Ready. We are finding that the majority of our students struggle with reaching a level of reading that would be considered grade-level appropriate. We see our students lacking in phonics and reading comprehension. We also recognize that reading, writing, and speaking are skills that are interdependent. Therefore, instruction MUST be integrated and a Balanced Literacy instructional approach MUST be adopted and followed. As for math, teachers use the Oklahoma Academic Standards to guide instruction. It has been determined that clear areas of Mathematics focus MUST be on problem-solving, critical thinking, and writing across the curriculum. We also recognize that teachers cannot accomplish these tasks on their own. Therefore we recognize the need to increase our parental involvement. Our parents need to be equipped with the skills and knowledge of how to assist their students at home to support the instruction that is taking place at school. It is vital that we work on creating an atmosphere where parents feel invited and welcome so that when they have questions they are able to seek the school's support. In addition, we will work diligently to restructure our site's RtI procedures and processes for all students. We will be looking at providing embedded professional development via research and study of effective ways to schedule and provide identified students with needed intervention. We will continue to work on vertically aligning all content areas of instruction so that our students receive a rich, rigorous education, minimizing gaps.

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 (2095 of 5000 maximum characters used)

Balanced Literacy Approach to Reading Instruction including 90 minute Reading Blocks for students (using the district adopted curriculum, guided reading using leveled readers, Daily Five/Cafe Structure); Personalized Learning for 5th & 6th Graders via the Summit Learning Platform; Response to Intervention (RtI) Process (including BOY, MOY, EOY Benchmark assessments and Progress Monitoring of students through guided reading groups and running records); Data Summits; Continuous, embedded site based professional development; Vertically aligning instructional expectations and developing a common language for instruction; Student Data Notebooks; Effective Reading Interventions (researching); Integration of technology with instruction and across content areas to increase student engagement; Collaborative review of and planning for student learning via Professional Learning Communities; School - wide Reading Challenge based on specific grade-level goals determined by classroom teachers; Implementation of the Marzano Model of Instruction; Six Traits of Writing; Continuous, embedded site based professional development; Collaborative review of and planning for student learning via Professional Learning Communities; Parent Academic Nights (including annual Reading or Math Night, Parent Orientation, Meet the Teacher). Budget Line Items-Computer Lab Assistant to support the integration of technology with instruction across content areas to increase student engagement -Purchase of Chrome books to support a Personalize Learning initiative via the Summit Learning Platform and to support the integration of technology with instruction across content areas to increase student engagement -Student Agenda Planners to support student engagement across content areas-Three-ring binders to support students in tracking and examining their personal data and to promote students setting personalized learning goals-PBIS rewards to support site and district PBIS initiative and implementation by providing data regarding student behaviors and student responses to school wide expectations

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. (1145 of 5000 maximum characters used)

All teachers at Pierce Elementary are Highly Qualified. Parents may request information regarding the qualifications of their child's teacher at any time. If students are taught by a non-highly qualified teacher for more than four weeks, parents will be notified in writing. The site principal evaluates classroom teachers according to state and district guidelines. Classroom evaluations are viewed as an opportunity to support teachers and their professional growth. Currently, the district uses the Marzano Model for instruction and evaluation. Teachers receive feedback regarding their use of the Design Questions and Elements that Marzano has identified as high yielding for academic growth. Depending on the type of observation, teachers may receive immediate feedback and coaching regarding their classroom instruction. In addition, Pierce Elementary has an Instructional Coach that works closely with classroom teachers identified by the principal. Identified teachers are primarily teachers that have been teaching for less than three years. However the Instructional Coach is available to work with all teachers using a Coaching Model.

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. (1546 of 5000 maximum characters used)

Our data tells us that our students continue to struggle with meeting grade-level expectations in all subject areas. A concerted effort to address vertical alignment of curriculum and instructional strategies must continue in order to address and begin closing the gaps that exist for our students For the 2016-2017 SY, Pierce Elementary focused on district initiatives being implemented: Guided Reading, Balanced Literacy, Daily Five/Daily Three, Rigorous

Instructional strategies to address ELA and Math Standards, Marzano's Instructional Model, Project Based Learning, Daily Science and Social Studies Instruction, Six-Traits of Writing/Daily Writing Instruction, PBIS. These areas of focus will continue into 2017-2018. New for the 2017-2018 SY Pierce Elementary will begin to explore the concept of Personalized Learning. We will start with upper grades and the implementation of Summit Learning/Personalized Learning Platform. We will continue this examination by looking at the instructional implications and benefits of Personalized Learning across all grade-levels. These areas will be addressed during Professional Development Opportunities delivered at the site. Budget Line Items:-Instructional Coach and Lead Teachers to provide curriculum and instructional support by providing embedded personalized and site-based professional development - Extended Staff/PLC/Professional Development Meetings to provide curriculum and instructional support across all content areas-Text for Staff Book Studies relating to Personalized Learning

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. (997 of 5000 maximum characters used)

Each year the building administrator attends the district sponsored career fairs (Fall and Spring) to develop a pool of applicants for when there is a vacancy. When there is a need to fill a vacant position, the leadership committee works as a team to interview candidates to determine the best fit for our students. In addition, Pierce Elementary welcomes opportunities for student candidates to visit our school for their field experiences and/or student teaching experiences. Once a candidate is hired, the teacher is assigned to a team for support in all areas so that the highest probability of retention occurs. When a position is posted, the building administrator screens applicants and schedules interviews. The Campus Leadership Committee conducts rigorous interviews. However, the interviews are also inviting, helping the candidates to feel a sense of what it would be like to be a part of the staff. Candidates always have the opportunity to tour the building and come back to visit.

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. (2864 of 5000 maximum characters used)

All Parent Activities that are planned for parents are focused on the goal of helping parents understand how to provide academic support to their child as they develop and grow. We want parents to understand what their child's data is saying about their child's potential. We want parents to understand how their child can increase their academic achievement. To achieve this, we will plan engaging opportunities for parents which will enable the Pierce Elementary staff and Pierce Elementary parents to foster positive, working relationships with one another. Throughout the year, we will consistently stay in contact with parents regarding their child's progress toward meeting grade-level standards by meeting with parents during conferences and sending periodic information home. Parents will have access to the district's parent portal which will allow parents to monitor their child's daily academic progress and to easily communicate with teachers regarding any concerns or questions they may have. For 2017-2018 SY, Pierce Elementary Staff will hold the following activities for Parents: Meet the Teacher, Open House/Parent Orientation Night, An Academic Night, and Conferences. End of Year Conferences will be held with parents on an as needed basis. However, teachers will communicate with parents of all students who may need summer interventions. There will be a focus on increasing parent participation at the classroom level. Classroom Teachers will develop a "wish list" of ways parents can contribute to their child's classroom through services and goods. Classroom Teachers will also work to recruit parent volunteers for their classrooms. Communication with parents is an essential component to increasing their involvement in the educational process of their child. Purchasing folders that are specific for home/school communication, as well as student agendas so that parents understand what content is being addressed will be an important aspect of our goal to increase parental involvement. To increase the community's involvement at Pierce Elementary, we will continue to partner with our Neighborhood Association. Teachers will be encouraged to increase their projects on Donor's Choose. The site administrator will continue to seek partnerships through the district's Partners in Action program as well. Budget Line Items: -Stipends for staff (admin, support, certified) to lead and attend Parent Academic Nights to increase parent knowledge of

ways to support their child academically-Paper & Toner for school to home communications including but not limited to flyers, newsletters, progress reports, report cards-Three ring binders for school to home communications including but not limited to events, calendars, behavior, homework, sight word challenges, math fact challenges-Refreshments & Supplies for Parent Academic Nights

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. (1059 of 5000 maximum characters used)

The majority of our pre-kindergarten students transition to kindergarten at our site. Our pre-kindergarten program offers instruction that is rigorous and skill/standard based so that students are academically and socially prepared for kindergarten. Each year we start off the year with a unique approach to Open House. We offer our parents the opportunity to attend a beginning of year Parent Orientation. The goal of the meeting is to assist parents and students in successfully transitioning to a new grade by beginning the year with a firm understanding of the procedures and expectations of their new teacher(s). In addition, we work with our feeder Middle School to provide parents and students with opportunities to increase their knowledge of the school their child will be attending within the next few years. We also feel it is important to provide parents with information regarding the options they have for middle and high school for their child. Therefore, we work to disseminate information regarding specialty, enterprise, and charter schools.

Monitoring/Compliance Documentation

- copies of letters, flyers, and/or mailings notifying parents of transition activities
- attendance records of parent meetings regarding transitions
- evidence of vertical teaming among faculty (i.e. agendas, minutes, curriculum maps)

Teacher Inclusion in Data Decisions

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

Oklahoma Nine Essential Elements, #2, #7

Guiding Questions

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

Describe school's process for including teachers in choosing assessments and collecting and analyzing data. (2530 of 5000 maximum characters used)

This year our district has chosen to implement a myriad of NEW assessments that will provide students with data for making instructional decisions. The NEW district assessments for this year include: Fountas & Pinnell Reading Benchmark, Performance Assessment (Math, Science, and Social Studies), District Benchmarks (Math, ELA, and Science) via Mastery Connect. As with any new initiative, providing training is key to implementation. For 2016-2017, teachers received training in administering assessment. For 2017-2018, we will concentrate on delving deeper into the data that these assessments are providing us so that as we work to move towards a personalized learning environment, we are meeting the academic needs of each student through interventions, academic supports, and enrichment activities. Teachers review available data - District Benchmarks (F & P, and Mastery Connect), District Performance Assessment, Classroom Content Assessments, etc...Grade-Level meetings are held with the building administrator and instructional coach weekly to discuss instructional effectiveness (for 2017-2018 - Grade-Level Meetings/Vertical PLC Meetings may take place after school once per week - staff meetings extended to an hour or during teacher planning times). Each student (PK-4) will maintain their own data notebook to track their academic performance as developmentally appropriate. Fifth and sixth graders will track their academic performance using the Summit Learning Platform. Teachers will provide guidance for students as they track their individual performance and support them in setting learning goals. We will continue to work on a vertical alignment of student instruction, assessments, and data to determine where gaps may exist. Providing staff with opportunities to meet in vertical teams will be vital to this work. In addition, the Leadership Committee will consider implementing instructional rounds to support the work of developing and aligning instruction and assessments across grade-levels. Instructional Rounds will not be used to as a critique of colleagues' instructional practices. Instead, Instructional Rounds will be used as a calibration of instruction. Data from assessments, attendance, iObservation, Instructional Rounds will be presented throughout the year to increase the awareness of how students are performing across all grade-levels and to provide a vehicle for collegial conversations regarding the effectiveness of instruction and the level of learning that is occurring.

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. (1132 of 5000 maximum characters used)

Students will be assessed frequently using formal and informal assessment provided by the state, district and classroom teacher. Benchmark assessments and progress monitoring will take place on a regular basis. The results of the assessments will be analyzed to determine students who may need additional instructional support. All students will be monitored using the RtI process. PLC-grade-level meeting will be utilized weekly to discuss students' growth and needs. Instructional collaboration will occur to meet the needs of students through a Tier Intervention System/Process. The results of the assessments will be analyzed to determine students who may need additional instructional support. If it is determined that a student is in need of additional instructional support, the RtI process will be implemented and utilized. Teacher will work collaboratively to provide targeted, skill specific interventions for students. A master schedule is in place that provides classroom teachers with daily push in support for instruction and interventions via the ELD Teacher & Assistant, Special Ed Teacher, and Title I Assistant.

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 Consistency Check must be successfully processed before you can submit your application.

Consistency Check

Lock Application

Unlock Application

LEA Data Entry

LEA Administrator

Program Review

Final Review

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

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Completed Print Jobs