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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - B4 - 0368 QUAIL CREEK 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
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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	Jan Matthews
Person Completing Plan	Jan Matthews

Name	Jan Matthews
Constituent Group	Principals

Name	Patty Hickson
Constituent Group	Teachers

Name	Julie Leclerq
Constituent Group	Parents

Name	Angela Moore
Constituent Group	Teachers

Name	Vicki Woods
Constituent Group	Teachers

Name	Kathy Provo
Constituent Group	Teachers

Name	Catey McGuire

Constituent Group	Teachers

Name	Jessica Clay
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. (990 of 2000 maximum characters used)

The vision of Quail Creek Elementary emphasizes both effective teaching and learning strategies that assists in raising student achievement. As a Title One School Wide Program it is our aim to develop a comprehensive school reform model that includes extended learning for all low achieving students. For students to become successful a structure must be in place to support high performance expectations for students and teachers. A clear purpose, direction, and action plan must be part of this comprehensive school improvement plan. A planned strategy for helping these students reach these goals involves professional learning communities, strong parental involvement, and meaningful professional development. Student outcomes from data and authentic learning based projects will guide the school's vision for successful reform. The engagement of parents and the community in planning strengthens a comprehensive, continuous improvement plan that meets the needs of all students.

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. (1867 of 2000 maximum characters used)

Quail Creek Elementary has an enrollment of 445 students with a total of 36% attending on an open out of district transfer or school within district transfers. The student demographics for 2014-2015 school year were as follows: American Indian 2.3%; Asian 2.5%; Black 29.1% Hispanic 7.5%; and White at 50.4%. The students who are classified as homeless is increasing at a steady rate. We had 1.9% recorded as homeless during the 2015-2016 school year. Our mobility rate is 15.5% which is an increase over previous years. The truancy rate of 0.2% is monitored by the school and the district quarterly.The percent of free and reduced lunch applications have increased over the last five years. Our free and reduced lunch rate is now 42 %. English language learners make up 6.1 % of our population. Our Special education rate is about 8.7% of our enrollment. The Gifted and Talented students stands at 9.2%. Nine students were suspended for discipline referrals but not over 10 days.Quail Creek Elementary has an active PTA. The membership provides resources and materials. The purchase of I-pads last year enriched learning opportunities and provided more hands on activities. This supports our goal of high expectations for all students.The school has various partners that provide support. Quail Creek Bank has provided tutors for the 2015-2016 school year. Tutors work with identified students to strengthen reading and math. The tutors come weekly and use teacher provided materials with the students.Currently there are 26 certified staff members who work at Quail Creek. The attendance rate for teachers for the 2014-2015 school year was 94.7%. Forty-six percent of the teachers have Masters Degrees or above. The average class size at Quail Creek was 21. The average student attendance rate was, also, 96.4% for the 2014-2015 school year.

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. (1512 of 2000 maximum characters used)

Data is collected from the Star 360 Program for assessment of the students in the areas of reading and math. Assessments are given to all students at the

beginning of the year, middle of the year, and end of the year for reading and math. Teachers will use guided reading with running records, mini-assessments, end of unit tests, Brigance and/or the Jerry Johns Reading Tests to evaluate student progress. Teachers graph this information to share with the teaching staff at PLC's and general staff meetings. Data is used to analyze academic learning and student performance. The district will be providing a diagnostic instrument to use for RTI and progress monitoring. This will be completed twice monthly. Teacher created mini-assessments for reading and math will be developed and given weekly to students in the classroom to measure progress.The Oklahoma Criterion Reference Tests, Spring of 2015, provided a base line for each grade level. The reading scores were as follows: Third Grade 82%; Fourth Grade 83%; Fifth Grade 70%; and Sixth Grade 70%. These scores indicate the need for intensive remediation and the use of differentiated instruction to meet the varied needs of students.For mathematics the test scores were as follows: Third Grade 72%; Fourth 70%; Fifth Grade 67%; and Sixth Grade 70%. In review there is room for growth in both reading and math scores but especially in the area of math. Supplementary materials need to be available in each classroom to aid instruction.

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. (1170 of 2000 maximum characters used)

Based on the data gathered through Star 360, Benchmark, mini-assessments, and running records an analysis will be made as to strengths and weaknesses in the areas of reading and math. Results the data screenings will help determine these strengths and weaknesses. From the 2014-2015 school year, math scores indicated a weakness in problem solving skills as the major area of concern. In reading of 2014-15 comprehension was the weakest identified area for student growth. Problem solving skills will be addressed by each teacher on a daily basis through the morning work. Comprehension skills progress will be addressed through the Star 360 and the Myon.com assessments. Students will read the short books and then complete a question and answer comprehension questions of the book. Star 360 will track the data from the progress monitoring component of the program. The program also provides detailed instructional strategies for each individual student.The CRT scores for reading were: Third Grade 82%; Fourth Grade 83%; Fifth Grade 70%; and Sixth Grade 70%. Mathematics scores were Third Grade 72%; Fourth Grade 70%; Fifth Grade 67%; and Sixth Grade 70%.

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

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

([count] of 5000 maximum characters used)

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

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

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

Guiding Questions

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

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

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

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

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

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Reform Strategies, if applicable.

- What research-based curriculums will be used to support reading and math Oklahoma Academic Standards?

- What supplementary instructional materials will be utilized for student interventions/extensions?

Describe the reform strategies (4990 of 5000 maximum characters used)

Quail Creek does use scientifically based research strategies in the classroom. Research based strategies include problem-solving, Foss Science, Every Day Math,s, Teacher Leader Model, and guided reading. Using small group, peer teaching, differentiated instruction, and whole group assist students in learning and the teacher in planning. Data is collected to determine which strategies are effective through mini-assessments, reading fluency and comprehension assessments. The administration monitors the effectiveness of strategies by class observations using the Marzano TLE Model. The on-line grade book can be viewed to check student progress. Reports from the Star Reading are available for monitoring effectiveness of instruction.. Daily objectives are posted in classrooms with easy to understand language that can be monitored by observing classroom activities and talking with students. Teachers are trained to support the core academics. The district has teacher-leader coaches available for math, reading, social studies, and science. These curriculum teacher/coaches will receive specific training in core academics. Coaches will give assistance to teachers, provide ideas and strategies for struggling students.The curriculum is aligned with the Oklahoma Academic Standards. Guidance is provided in pacing through a scope and sequence. Students and parents are aware the curriculum is based on the Oklahoma Academic Standards. Parents know where to find the Oklahoma Academic Standards for each grade level. Weekly collaboration of teachers in PLC meetings promotes the networking of best practices. A monthly staff meeting is devoted to vertical planning. Teachers share ideas and concerns as to preparation and background knowledge from the prior previous year's instruction. Quail Creek has extended day/year opportunities to help support student learning. District intersessions are held in the Fall, Winter, and Spring to help struggling students. These intersession times are devoted to intense math and reading instruction by highly trained teachers. Stickers, tokens, and other positive reinforcement ideas are used to encourage attendance at intersession. Teachers provide before school and after school reading and math instruction to students. Students enjoy the one-on-one or small group learning times with teachers. Communication is conducted weekly with the classroom teacher and other extended day/year teachers. Attendance is checked for each session and activities listed that were completed at each session. Training will be on-going at Quail Creek to strengthen the core academic program. Sharing best practices is an important element of strengthening the academic program. Benchmark assessments are used to monitor student achievement. Whether it is a daily writing assignment, a mini assessment, or a progress monitoring procedure all are used to monitor and record progress. Benchmark Tests are given at the beginning of the year, middle of the year, and end of the year to monitor student progress. Information from these benchmarks guide instruction in the identified areas of needs improvement. Needs are identified by the teachers and instructional plans for remediation are made.The school wide program will ensure that all students at the school have the opportunity to reach the state's satisfactory and proficient levels of achievement. All funding through Title One, the district, activity funds, or PTA will be used in areas identified through the needs assessment completed by the staff. A parent liaison will be hired to support home/school communications.Before/After School tutoring in reading and math along with manipulatives will be a part of the strategies used to improve student achievement. In the area of technology Quail Creek has a computer lab, 24 I-pads, two carts of computers on wheels, and smart boards. A document camera is available to assist in teaching skills and doing presentations. Purchases will be made for additional technology such as Chromebooks, Smartboards and accessories for the equipment. Technology has enhanced and excited students with varied learning opportunities. Students can complete projects, displays, presentations, and reports using technology. The use of you-tube has enriched the curriculum and kept student interests high. Technology has been effective in increasing engagement, motivation and achievement. Students learning rates and varied interests can be diversified through the use of technology.The Every Day Math Program will be used to support the math Oklahoma State Standards. Supplementary programs like the on- line program of Every Day Math will be used. Literature based reading with an emphasis on guided reading with MyOn will be used to support reading as a research-based curriculum. Supplementary instructional materials that will be utilized include classroom libraries and a school book room provided by Title One funding.

Monitoring/Compliance Documentation

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

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

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

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

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

Oklahoma Nine Essential Elements, #6

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

Describe the process for ensuring instruction is delivered by Qualifed Teachers. (2402 of 5000 maximum characters used)

All teachers and paraprofessionals at Quail Creek are highly qualified. Presently, the school has three National Board Certified Teachers and 46.2 of the certified staff have completed their masters in Education or higher. The district does not offer incentives for National Board certification, but the state does provide a stipend. Teachers are encouraged to participate in obtaining National Board certification to build on their professional experiences.A letter was distributed at the beginning of the year notify parents of their right to request information regarding the qualifications of the staff. Quail Creek does not have any non-highly qualified teachers or paraprofessionals that have been working here. Data charts in the district profile booklet have been created to highlight the qualifications of the staff. This district profile book is compiled by our Planning, Research, and Evaluation (PRE) Department in the District. Students and staff information are given in a concise, easy to read document. Each school has two pages of information regarding the school, staff, and students of Quail Creek. This information is available on the district home web page. The web address is www.okcps.org.The principal has attended two job fairs for potential teachers for next year. Interviews have been held to provide a data base for potential hires. Teacher resumes are kept on file throughout the school year. Also, the data base of the Human Resource Department called Search Soft is available for all applicants to Oklahoma City Public Schools. Principals have access to these files from their individual schools.Several universities including University of Central Oklahoma, Oklahoma State University, University of Oklahoma, and Southwestern State place field students/practicum students or student teachers at Quail Creek. From this pool of individuals, we are able to develop a data base of potential qualified applicants. While on campus these potential teachers are observed and rated as to their effectiveness for future job opportunities.A template does not exist for notification to parents when students are taught by a non-highly qualified teacher for more than four weeks. It was not needed during the 2016-2017 school year because all teachers have been identified as highly qualified. In the future if the need arises a template will be developed.

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. (4336 of 5000 maximum characters used)

A yearly professional development plan has been developed with input from all staff. Teachers were involved in each step of the decision making process. Teachers were asked to complete a self-evaluation in regard to the District's new Great Commitment Document. Teachers rated themselves from one (being the lowest) to five (being the highest) in ten categories related to instruction and technology proficiency. Totals from this evaluation were ranked in order of

lowest response. These were the areas teachers identified as needing more training and assistance. The highest area of need identified by the teachers was how to establish best practices and procedures for vertical planning. The transition of curriculum from lower to upper builds a stronger foundation and provides ways to ensuring student success. Teachers have participated in higher order thinking skills training as well as brain research through workshops offered by Great Expectations at the University of Central Oklahoma.The district is adopting a new reading program for next year which emphasizes guided reading. Strategies and techniques for working with students in small group or centers in the room are part of the professional development plan for our school. Best practices will be reviewed as well as observing teachers working with students in the classrooms will be part of this professional development. Training on the Myon on-line program will also be conducted in during first quarter in August. This program is similar to the Accelerated Reader Program. Students will read books on-line and then take comprehension quizzes. Students will be placed on various levels on instruction according to their abilities.A teacher's guide is provided on line to assist teachers in providing direction for daily lessons. Parents will participate in the Reading Program by listening to their children read the take-home books provided through the program.Another area of need is the continuous training on the Marzano Model for Teacher Leadership. Providing opportunities for teachers to learn information about and practice key areas of the Marzano Model. Teachers will complete peer observations and have discussions as to the other teacher's strengths and weaknesses. Pre and post conferences will be held with administrators to identify needs of the teachers.During the needs assessment teachers developed their personal professional development plans as well as the administrator. From this individual list the staff will have opportunities to attend district professional development training. Substitute teachers will be provided for teachers to visit other schools or to attend professional development training during the school day. When training is held at our school many of our teachers do facilitate the professional development even though there is not a stipend offered. Teachers are eager to share their expertise with other staff members. District trainers are paid by the district to hold various workshops throughout the year. Schools can request specific staff development for the entire staff or individual teacher's need.Professional development training in the area of technology has impacted instruction which leads to learning success for the students. Technology training has helped with the implementation of the Teacher Leader Model. Use of the smart board and document camera are used for small and large group instruction. When new staff are added to our school, professional development is provided in all identified areas of need. After each professional development activity a survey will be given to participants rating the effectiveness of the training in correlation to their skills required.If additional training is needed, more days of professional development will be scheduled for staff. Discussions during (PLC) Professional Learning Community time will record teacher needs on the agenda sheets to be reviewed by the principal and leadership team for future training.Stipend for workshops for Literacy and Math during the school year will be held.Stipends for the three lead teachers will be paid with Title One funds. (Math, Reading, Mentor) to support teacher professional development and retention. Stipends for the secretary will be offered during parent outreach nights.

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. (3019 of 5000 maximum characters used)

The district has a strategic plan for recruitment of highly qualified teachers. Several career fairs are held each year to attract new teachers. Principals are invited to come and interview potential candidates during these career fairs. A data base has been developed in Search Soft by the district to take applications from individuals wanting employment in the district. The district has traveled out of the country to find bilingual teachers for our changing population. The district has helped bring potential teachers to Oklahoma from Puerto Rico and helped them establish living arrangements so they can be employed by the district. The district list openings throughout the year with information on how to apply. To recruit highly qualified teachers and administrators, the district has developed a training program for individuals to attend during the school year. Schools like Quail Creek have contact with numerous universities and colleges to locate potential future employees. Student teachers, field students, and observers are all groups that Quail Creek uses to develop a data base for potential recruitment. Once a teacher is hired in the district, support is given to help these individuals be successful working with our students. The district has a beginning of school teacher orientation for several days covering key areas of concern for a new teacher. Areas covered include insurance, classroom management, district policies, our evaluation process, and general information about the district. New teachers are placed with a mentor teacher at each school. There is no longer a stipend available for mentor teachers. Mentor teachers realize the importance of helping these new teachers, and volunteer their time to help them adjust to our school. Like most schools Quail Creek has an elected Faculty Advisory Committee that oversees

the operational side of the building. One representative from each grade level is on this team that meets monthly. We also have a Leadership Team which oversees the curriculum and instructional aspects of our school. Our school has sub-committees for which teachers or staff member may volunteer. Budget and resources are reviewed by the Leadership Team and then presented to the entire staff for acceptance as well as other ideas for expenditures. Teachers are encouraged to obtain advanced degrees such as masters or certifications with reading endorsements. Attending college classes helps communicate trends in education that may help our students stay on the leading edge of advance techniques in education. The National Board Certification has been encouraged since it began in our District. Completion of National Board Certification is a recognition Quail Creek highly encourages. There are no monetary incentives offered to teachers to work in high poverty, low-performing schools. Many teachers find an intrinsic reward in seeing the progress students in these areas make with qualified teachers leading their instruction.

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. (4997 of 5000 maximum characters used)

Quail Creek has developed a site Parent Involvement Policy and Parent-School Compact with parent input that has been distributed to parents during our first Title One Information Night. Each family receives a copy of the documents. Parents are asked to provide feedback for their involvement in various opportunities. This survey is distributed at the end of the activity. Quail Creek has a weekly newsletter online for parents to be notified of weekly and monthly activities. A robo-call system is also used to keep parents informed of parental activities planned by the school. Individual teachers have web site providing information about their child's classroom. Also, monthly newsletters are a vital part of the home to school communication. At the beginning of the year, grade level meetings are held by the teachers. At these meetings suggestions are given to parents on various methods to help their child be successful at school. Copies of the curriculum standards are shared with parents for that grade level. In weekly newsletters, parents are informed of the standards being taught for the next week. Most teachers send home a monthly newsletter for their particular class. Records are kept with notations of phone calls between the home and school. Two district required parent teacher conferences are held each year as mandated by the state.A Title One Parental Involvement Meeting is held twice yearly. The first meeting is during the beginning of school where the Parent Involvement Policy and Parent-School Compact are shared with parents. Parents complete a survey as to the effectiveness of these meetings and other planned events through out the year. Parents are informed through notes home, robo calls from the school, and newsletters and posters in the school. On the calendar of events for the school the Title One Meetings are clearly listed to inform parents of the meetings. Paper/ink/Toner will be purchased to needed to send communications for parent activities. Postage will be needed to send out communications to parents.Teachers share useful hints and suggestions during there beginning of school meetings and conferences to help improve a student's learning experience. Tips for success are shared with parents by the school and classroom teachers. Parents are kept up to date on student progress by viewing the online grade book. At open house the computer lab is manned by staff to help parents sign on to the online grade

book. Step by step instructions are given to help parents manipulate through the program. Reminders are placed in the weekly newsletter with a contact name if they are having difficulty getting the information on line. During the parent meetings the teachers share where to find the state standards. The school gives copies of the benchmarks when requested by the parents. Communication is documented on a home/school log sheet kept by the teacher. Phone calls, emails and personal contacts are recorded on the log sheets. Parent teacher conferences are held at least one per semester but may be held anytime on request of the teacher or the parent. Our district has used an online grade book for several years. For next year, the grade book will be part of our new data base called Infinite Campus. Parents are given an instruction sheet as how to sign up to view student grades and if there is any missing work for that class. Parent-Teacher conferences are scheduled with two required conferences. Parents can request conferences as needed as well as teachers. The staff believes the increased frequency of communication between home/school will assist the child in being more successful in school.The Title One Parent Informational Meeting is scheduled close to open house night. Parents are informed through the weekly newsletter, robo calls, and teacher notifications. Many classrooms have parents who volunteer one day per week to help. Some parents serve as volunteers to hear students practice reading and other help prepare materials for the classroom use.Parents sign in on the computer in the office and record hours of participation at school. Recognition of volunteer hours is given at the end of the year for parents and community members.Parents are encouraged to become active learning partners in their student's academic, social/emotional and behavioral development. Parents are encouraged to eat lunch with students, go on field trips, visit classrooms, and drop in to see students on the playground. Parents are requested to attend parent conferences when referrals are written for various reasons. The school values the parents insight into the growth of their child. Through the PTA parents help in evening activities such as Family Fun Night, Jog - A-Thon where students walk or run the track for pledges, and Math/Science Nights. Books for Parent Involvement and Refreshments will be purchased to support the efforts of informing parents this year.

Monitoring/Compliance Documentation

- copy of the ''Notification to Parents of the Annual Parent Title I Informational Meeting''

- agenda and attendance list for the ''Annual Parent Title I Informational Meeting''

- parent survey or other evaluation tool regarding parent involvement activities

- examples of site/parent communication

- copy of notification to parents regarding student achievement reports and test scores

- copy of notification of title I programs and opportunities

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 2MB in size and the file name should not include special characters (i.e. #, $, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

| Choose File | no file selected |

Uploaded Files:

Parent teacher student compact 2016-2017-20170913030211-17142.docx

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. (2493 of 5000 maximum characters used)

At the beginning of the year, the pre-school teachers and students have a special meeting time on the school playground called, "Popsicles on the Playground." Students get to meet new classmates and teachers in an informal setting. They tour each classroom to explore their new surroundings. Smart Start is a program to help three year old students learn about school and experience coming to school. The other grade levels will visit teachers and classrooms for the new year. Students will spend about ten minutes in each of the three grade level classrooms. This classroom visitation is for students in kindergarten through fifth grades. At the beginning of the year, each grade level will hold an informational meeting with parents. They will discuss classroom rules, curriculum requirements of the PASS objectives and standards. The counselors from the middle schools visit our fifth and sixth grade students in preparation for their transition into middle school. An orientation night is held by all middle schools to acquaint the new students about all the programs offered there. We have not had summer grade-level transition camps at the elementary school. Schools do schedule certain hours for the students to shadow at their school to get a first had view of middle school. During staff meetings once per month the staff meets for vertical planning. Networking among the staff help to compare the curriculum and plan strategies to close gaps in achievement. Group assessments of the students are shared with the previous grade level teachers and instruction practices are discussed. Plans for facilitating transition strategies are networked during these vertical planning times. When new students arrive at school, the principal talks with the families and students. The counselor also meets with the students and helps ease the anxiety of being at a new school. Information or transition points have been documented and given to next year's teacher. Copies of the students' Academic Progress Plan are in the Reading Sufficiency (green folder for OKCPS) for the new teachers to review and check for growth and progress. Professional development has assisted in developing skills in teachers to work with various levels of students. Using the Teacher Leader Model developed by Marzano areas of professional development are identified for each teacher. Teachers can request training through the district or school to help them grow in various areas.

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. (2817 of 5000 maximum characters used)

Training has been held in the district on professional development to disaggregate data in multiple ways. Using the Mastery Connect Program the teachers are able to compile data to form reports for individual and group results. The district provided hands on training for compiling data from various sources in reading and in mathematics. After taking the benchmark tests reports are given to identify specific objectives from the PASS Objectives that needs remediation or that have been mastered. Depending on the scores from these tests the students are placed in groups according to their ability. The green group has satisfactorily met the benchmarks or above for that grade level. The red group is the unsatisfactory group with the lowest scores on all the testing and needs the most remediation. The yellow group is far below and endanger of not meeting the standards by the end of the year. The blue group is below level but should be able to move up to green with slight modifications in teaching strategies. During PLC times each week teachers discuss data and analyze student assessments. This networking of reviewing student work with other teachers is very beneficial. The sharing of best practices builds on a teachers strategies and techniques for working with students on any level. Assessments are regularly evaluated for effectiveness by teachers doing individual checks on skills that should be mastered for each grade level.Charts have been created showing the types of assessments, the timeline of implementation and the intended purpose for each student. Teachers regularly share this information with parents and students. Students keep individual notebooks that display their growth through the year, also. To measure student growth towards proficiency of Oklahoma State standards teachers use both formative and summative assessments. The formative assessments are on going each day. They may include daily writing assignments, running records, teacher made tests, mini-assessments, and projects. The summative assessments are the benchmark tests and the Reading 360 which is given three times per year, beginning, middle and end of the year. All the data information is collected to give the teacher a clear picture of a child's progress on the Oklahoma State standards.After looking at the data from the formative and summative assessments comparison will be made to the blue prints for the Oklahoma State standards to formulate a plan to master all remaining skills. Small group instruction would be planned with teacher and the student focusing on those identified skills which are lacking. To strengthen classroom instruction skills will be separated into categories with direct learning techniques applied. Teaching will be focused on those areas of need.

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. (2015 of 5000 maximum characters used)

Teachers are teaching to high expectations. The school enforces the 90 minute block of time dedicated to reading instruction. Also, if students are identified as being below grade level they receive either the extra 30 minutes or the hour of additional instruction for remediation. They are constantly monitoring and identifying the student's area of needs and strengths. Using questioning skills on a higher level are part of the teacher's plan for helping students master difficult curriculum. After identify needs of the students, the teacher makes plans for each child and communicates those plans to parents. Each child as a Academic Progress Plan that is developed at the first of the school year. It is monitored at the beginning of the year, middle of the year, and end of the year. Suggestions for parents are written into the plan and required a parent signature during the school term. RTI is discussed at weekly PLC meetings. Data from the testing is recorded and charted to help track student progress. Tiered instruction and reading with leveled literacy are part of the teaching strategies used to help students. Using various data we are able to prescribe reading interventions and communicate with parents to strengthen the home to school connection. The LLI Kits are research basked and have a proven track record to help students close gaps in learning. Differentiated Instruction is given to students who are not making the appropriate progress through one method of teaching. The teacher needs to be able to present the learning

materials in various formats to find a way a child best learns. Small group instruction is used to help those students not making appropriate progress during the school year. Teachers receive training through district sponsored workshops on how to implement differentiated instruction and through school level training. Teachers, also, visit other schools to see various methods of instruction that they can take back and use with their students.

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.

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