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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - A7 - 0385 ROCKWOOD ES - Priority
Project Period:	7/1/2017 - 6/30/2018
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Schoolwide Plan

Plan submission due dates:	Non-Designated Title I Schools - May 1, 2018
	School Improvement Designated Sites - October 1, 2017
Program:	Title I, Schoolwide Plan/School Improvement Plan
Purpose:	A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.
Legislation:	ESSA, Section 1114
Regulations:	Designing Schoolwide Programs, Non-regulatory Guidance, March 2006
	LEA and School Improvement, Non-regulatory Guidance, June 2006
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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	Dr. Sheryl Barnett
Person Completing Plan	Dr. Sheryl Barnett

Name	Dr. Sheryl Barnett
Constituent Group	Principals

Name	Angela Chamberlain
Constituent Group	Teachers

Name	Karen Cisneros
Constituent Group	Teachers

Name	Casey Denton
Constituent Group	Teachers

Name	Julianne Hennessy
Constituent Group	Teachers

Name	Sandra Johnson
Constituent Group	Teachers

Name	Carmela Lopez

Constituent Group	Teachers

Name	James Taylor
Constituent Group	Teachers

Name	Logan Walker
Constituent Group	Teachers

Name	Watsaly Bourimavong
Constituent Group	Paraprofessionals

Name	Ashley Phillips
Constituent Group	Parents

Name	Abagail Rogers
Constituent Group	Students

Name	Diana Pryor
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. (1026 of 2000 maximum characters used)

The Instructional Leadership Team, overseeing the Campus Improvement Plan, completed a needs assessment based on student performance, attendance, and achievement. Other factors such as parental and community involvement were also considered. Once the assessment was done, the information was presented to the staff to addresses ideas and the Campus Improvement Plan was created. All funding in the School Improvement grant are used to address areas identified in the needs assessment- student behavior, creating a positive learning environment, and intervention for student needs. A strong emphasis on technology-based interventions are being implemented in the 2017-2018 school year. An instructional coach and lead teachers for Math and R/ELA are utilized to train staff in best teaching practices, coach teachers with curriculum, instruction, and assessment, and facilitate peer observations to emphasize best practices. The school counselor will be full-time, address student academic, truancy, and behavioral needs.

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. (838 of 2000 maximum characters used)

Upon review of student achievement and performance, Rockwood determined academic progress was made in reading and in math, especially in fourth and fifth grades. However, student achievement remains low (less than 50% proficiency in all areas at all grades). Response to Intervention, instructional methodologies, and school culture development were chosen as an area for professional development to training teachers to better meet the intervention needs of students who are not achieving at expectation. Student suspension was reduced and attendance was increased. As a result, school climate and culture and technology-based interventions will continued due to the progress the school has shown since its implementation. The school will also add writing folders to address emphasis on writing, recitation, and enriched vocabulary.

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. (441 of 2000 maximum characters used)

Teachers maintain data related to the focus areas (goals) in the school campus improvement plan. Former STAR 360 assessment, Benchmark Literacy and Fountas and Pinnell assessments, common formative assessments (State Testing), and progress monitoring are all maintained. Student surveys have been added this year addressing the students understanding and enjoyment of reading and math. Data on attendance and suspensions are also maintained.

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.

Describe the process for collecting, analyzing and summarizing data. (666 of 2000 maximum characters used)

Closing of the gaps between the student populations of the school has been a primary focus in the established vision for reform. This high expectations and equalization of strong academic achievement will become more apparent through the utilization of the Learner First Process (formerly trained), Great Expectations (formerly trained), PBIS, and Response to Intervention, and technology-based interventions. The strengths, weaknesses and needs are the basis for goals and strategies, as well as the daily instruction and intervention. Results of the data and its analysis will be summarized and presented to stakeholders and instruction teams through data boards.

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.

(162 of 5000 maximum characters used)

Federal funds are used to purchase technology pieces, specifically Chromebooks and iPads, to increase student access to and use of technology-based interventions.

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?

- 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 (4583 of 5000 maximum characters used)

Oklahoma Essential Element for School Improvement #6 (Professional Growth, Development, and Evaluation) will be the driving force to achieve goals set forth in Elements #1 (Curriculum), #2 (Classroom Evaluation/Assessment), #3 (Academic Performance), and #8 (Collaborative Leadership).What SBR strategies are being used in the classroom?The primary professional development to be utilized are School Culture/Climate, RtI, PBIS, and Guided and Project-Based Instruction. Which instructional strategies should be utilized to meet the needs of the students? Strategies aligned to the Nine Essential Elements-School Culture/Climate, RtI, PBIS, and Guided and Project-Based Instruction (each meet):#1- implements a curriculum that is rigorous...#3- engages all students by using effective, varied, and research-based practices#4- [creates] an effective learning community and supports a climate conducive to performance excellence#5- works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students#6- provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learningResponse to Intervention:#1- implements a curriculum that is rigorous, intentional and aligned to state and local standards#2- uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work#3- engages all students by using effective, varied, and research-based practicesWhat data is collected to determine if instructional strategies are effective? Eight points of data (defined by Learner First Process) will include:Mastery Connect- Reading and MathF&P- ReadingWIDA- Language DevelopmentGRADES- Reading and MathMINI ASSESSMENTS- Reading (Teacher-Created Unit Assessments, Fluency Testing with Reading A-Z, and Sight Words with Dolch and/or Slosson, and Everyday Math)ATTENDANCEDISCIPLINEPLC, Lesson Plans, Walk-Throughs, Student Data are used as various instructional strategies to monitor by the Administrators, Instructional Coach, and the Counselor.Teachers have been trained in all core academic subject matter, with supplement on-going training being provided by the OKCPS Curriculum Department, specifically in the areas of Reading, Math, and Science, incorporated into a project-based, standards-based instruction model. The Instructional Coach and Administrators will work with teachers to ensure the highest quality planning and implementation of instruction.The school improvement strategies chosen (School Culture/Climate, RtI, PBIS, and Guided and Project-Based Instruction) compliment the core subject professional development.Curriculum Alignment:All academic core standards, curriculum, textbooks, strategies, and assessments are aligned to the OS, as are those elements used in RtI Tier 2. Tier 3 elements align with the OS, but differ in service and presentation.Students are knowledgeable of the state standards as they are the lesson goals and objectives for daily learning, as well as the goals which are assessed for RtI (student achievement tracking). Rockwood teachers will use the standards which were created by OKCPS Curriculum Department, and the syllabus which has been adapted or modified for the school. The teacher teams collaborate in horizontal groups weekly and vertical groups bi-monthly.Extended Learning Time:Extended day/year opportunities are not available for students this year as part of the CIP. However, many teachers tutor before and after school during contract hours.Rockwood does participate in the OKCPS Intersessions for Fall, Winter, and Spring, which provide additional educational opportunities.Incentives, such as small trinket prizes, are in place to encourage attendance of Intersession.Progress Monitoring through F&P and Mastery Connect and Mini Assessments (ED Math, Slosson, Dolch, Reading A-Z) are in place to monitor student achievement in Intersession.PD in the academic areas of Reading and Math, as well as Guided Instruction and RtI, are being done to strengthen the core academic program at the school.Assessment:Mini Assessments from the core curriculum (ED Math and Guided, Project-Based), F&P, and benchmark assessments are used to monitor student achievement.The benchmark results used to drive Tier I instruction in the classroom, as well as create and facilitate Tier 2 and Tier 3 inter

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. (1052 of 5000 maximum characters used)

#6- The school/district leadership team provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.All teachers and paraprofessionals at Rockwood Elementary School, and reported as so on the School Personnel Report. ''Parents Right to Know'' notification letter will be provided to all parents, should this change (ie, a long-term sub). A sample of the parent notification regarding Highly Qualified status will be filed with the Title I Office as part of compliance monitoring. Going into the 2017-2017 school year, only one classroom teachers is in the emergency certification status.Support Personnel this year include three teaching assistants to provide classroom interventions, an assistant to assist with technology-based interventions in the Computer Lab, a full-time counselor to support student behavior and attendance, and an instructional coach to work with new teachers and to support classroom instruction.

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. (4012 of 5000 maximum characters used)

#6- The school/district leadership team provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.A yearly plan for professional development has been developed by the Campus Improvement Committee, which includes teachers, community members, student, and parent. The areas of professional development (School

Culture/Climate, RtI, PBIS, and Guided and Project-Based Instruction) are related to the CIP, as determined by the Campus Needs Assessment and the implementation of the Learner First Process.The campus needs assessment previously indicated a need to address the number of office discipline referrals which led to suspensions, therefore loss of instructional time. To address this, Great Expectations was previously added to address discipline and classroom/learning environments (supplements the OKCPS initiative of PBIS). Having shown a successful reduction of suspensions (58 to 10), GE will be continued. Needs identified also address needs of under achieving students (RtI and guided instruction), which has led to the training and implementation of the Learner First Process. Needs assessment identified a strong connection between under achieving students who were acting out; as a results, the CIP Committee chose RtI and Culture to be used in unison. Strategies from the formerly-trained Learner First Process will be further added to shape school thinking and operations for instruction, climate, discipline, attendance, and parent involvement.Climate/Culture and RtI (continued supplemental training) are aligned to the Campus Improvement Plan. Guided Instruction, Project-Based Instruction, and PBIS will be new supplemental training/instruction.A cadre of teachers, including an Instructional Coach, will have been trained to serve as the training/implementation mentors. The cadres and coach will then observe in the classrooms as part of a teaming model. Implementation strategies are also discussed weekly in PLC.A data tracking process has been established as part of the Professional Learning Community. Student progress and discipline referrals are also addressed in the CIP. Professional Development implementation is monitored by mentor visitations, principal walk-throughs, and observations of the training team. Qualitative data is monitored through monthly discipline referrals and by weekly running records/Slosson/Reading A-Z student assessment.Coach, cadres, and mentors have been identified to coach newly implementing teachers to support the professional development. Weekly PLC's focus upon the tracking of student achievement and performance which supports the implementation of professional development.Teachers and administrators do have a multitude of professional development opportunities both within the school and the district. Teachers are encouraged to choose those trainings which support the CIP, but freedom to choose training to build their own skills and professionalism. Training chosen by teachers which does not align with the CIP cannot be funded through 511 or 515.Individual professional development plans are created around needs identified in evaluation, classroom instruction needs, and/or their own choices for professional growth. The professional development which is related to classroom performance or evaluated is based on achievement or performance data. Once the training is complete, the same data will be used to track the implementation.Stipends are used to pay teachers for attending professional development which happens on off-contract hours. However, if the training happens during the school day (contract hours) or if the district pays for the travel to the training, a stipend is not paid.Staff Retreat will be held to train teacher in areas of instructional best practices, developing school culture, and to future deepen understanding of instructional and improvement strategies.

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. (1930 of 5000 maximum characters used)

#8- The school/district leadership is organized to maximize us of all available resources to support high quality performance of students and staff.Recruitment:Working with the Human Resources Department of OKCPS, a recruitment plan has been created, including regularly trained and certified teachers, alternatively certified teachers, and teachers from Teacher for America.Rockwood has attended job fairs to recruit teachers to the school. However, more often, recruiting mentors from tutoring programs has been a more effective strategy. Positions are also posted on the district website.At this time, an analysis of staffing losses has not been compiled as the majority of the staff has been at the school less than five years. Retention is a bigger concern.OKCPS works with multiple local and state universities to recruit teachers.Retention:Both the district and the school use a New Teacher Induction to welcome and train teachers. Fun events such as a back to school lunch and a welcome breakfast are done to welcome the new teachers to the staff. Rockwood also provides mentors to individual new teachers to support them in the first year. The mentor will work closely with the novice teachers over the first three years to encourage retention and supplement training.All staff members are involved in the decision making process through serving on a variety of leadership committees, which also include parents, community members, and students when possible.Teachers are encouraged to pursue advanced degrees. OKCPS hosts cohorts and supports scholarships to assist teachers in doing so. Pay increased are given as hours are completed, not just when the degree is completed.Loan forgiveness grants are available to teachers who work in high poverty and/or low-performing schools.Going into the 2017-2018

school year, Rockwood appears to be fully staff, having the highest retention rate in 6 years.

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. (1769 of 5000 maximum characters used)

#5- The school/district team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.A Parent Involvement Policy and Parent-School Compact have been created, separate from OKCPS, and uploaded to the OKCPS Federal Programs folder.The policy and compact are distributed to the parents at enrollment and at the annual Title I Parent Meeting.Parent Involvement opportunities have been previously evaluated by the number of parents attending. This year, evaluations are being created and utilized to not only count the number in attendance, but the effective of the event.Parents are notified to events by website, robo-calls and texts, and notes home. All communications are sent in both English and Spanish.An online grade book has been established and is utilized by Rockwood. If parents do not have access to the internet at home, the school's computer lab is made available to parents at specific times during the day.State standards and the testing blueprint is made available to the parents for their review. Copies of each are available to the parent upon request.The school communicates weekly with parents through a Thursday folder. Teacher conferences are held regularly, but requested twice per year. Conferences are held both during the day and before/after the work day to accommodate parent's work needs. The school and individual grades send monthly newsletters. Information is also provided by robo-call and text and by website.Learner First Process focuses heavily on utilizing parents are partners in instruction; therefore, surveys and interviews are used as more than an information tool, but a guide to individualized instruction.

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. (1244 of 5000 maximum characters used)

#4- The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.The critical transition points at Rockwood include coming into Pre-Kindergarten, Pre-K to Kindergarten, and Elementary (5th grade) to Middle School (6th grade).The school counselor is involved in the transition strategies by assisting in the enrollment. working with parents and students, and planning/implementing welcoming events.Back to School and Open House kick off the year to welcome parents to the school year, which are followed up by Title I Parent Nights, Cultural Emphasis Nights, and Family Library/Literacy Nights.Visitations are scheduled between PK and the school, Head Start and the school, and the school and the middle school as part of the transition process. Parent meetings are also held to provide information and address question prior to the transition.Staff members meet in vertical teams quarterly to compare curriculum and plan strategies to close gaps in achievement.Parent meetings are facilitated to prepare parents for future curriculum and instructional practices as students transition from grade to grade, emphasis on the state testing expectations and OAS.

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. (2053 of 5000 maximum characters used)

#2- The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.#7- The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction, and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity.The assessments currently being used by Rockwood include F&P, Mastery Connect benchmarks, the mini assessments (teacher-created, Dolch/Slosson, Reading A-Z Fluency), and from the primary curriculum (Everyday Math). The assessments are used to track achievement in Reading and Math. All assessments are related to the OKCPS Instructional Bundles.The assessments accurately identify at-risk students, but are not the only sources of data used to identify at-risk student needs. Using the multiple data points from the Learner First, teacher observations, attendance, and discipline will also be considered to track student success and achievement.Time has been given to teachers through weekly professional learning communities and planning times to work collaboratively to analyze the results of the assessments. The RtI and PBIS cadres also work with teachers after school to address and plan at-risk student learning interventions, most of which are technology-based.Teachers have developed a list of strongest and weakest objectives using the standardized testing data, and a list of students who have strengths and weakness on each standard. Plans to address weaknesses have also been created.A cadre of teachers have received professional development and are training teachers on the multiple ways to disaggregate data.Teachers hold regular data meetings analyzing student assessments and to review student work. The assessment timelines are reflected on the school calendar. The purpose of the assessments and the progress of the students are discussed weekly at PLC Meetings.

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. (2079 of 5000 maximum characters used)

Teachers assess students regularly and meet weekly to discuss and plan for the learning needs of all students in the classroom, focusing heavily on the Learner First focal students. This includes the planning for Tier 1 instruction, as well as Tier 2 and 3 interventions or extended services. In the Computer, students are working on technology-based supplemental and intervention programs, supervised by a Title I Assistant.Response to Intervention (RtI), Positive Behavior Intervention and Supports (PBIS), Differentiated Instruction or flexible or guided-instruction grouping are used daily in the classroom. In addition to Title I Assistants, academic and behavior supports will be created and monitored by the school counselor. Student data will be analyzed on a class basis with support of the Instructional Coach. On-going training for the teachers is done on individualized instruction and/or varied instructional strategies, both by the district and within the school.OKCPS offers Intersession in the Fall, Winter, and Spring as an additional extended day/year program to provides supplement services for students performing below expectation. Focus areas include Reading and Math.The students who are performing below expectation receive additional assistance during the school day through Tier 2 and Tier 3 interventions, as well as push-in Title I (assistants) and ELL services.Students identified for these programs through standardized assessment using the F&P and Mastery Connect, but are monitored using Mastery Connect benchmarks,

mini assessments, grades, and progress monitoring.The extended day/year programs evaluated for effectiveness by the growth of the students served in the program.The extended day/year or tutoring programs are supplemental to regular instruction.All timely interventions occurring for students who are not achieving at a proficient level are provided additional academic support in small groups through Title I Assistants and are recorded on fidelity logs in the RSA and the RtI plans, and are monitored by the RtI Cadre.

Monitoring/Compliance Documentation

- written assessment and intervention plan

- evidence of monitoring and evaluation of students receiving additional assistance

- evidence that additional assistance supports curriculum and is aligned to Oklahoma Academic Standards

Submit

The application has been approved.

Consistency Check   Lock Application   Unlock Application

Consistency Check was run on:	9/22/2017
LEA Data Entry	
LEA Administrator submitted the application to OSDE on:	9/22/2017
Program Review completed on:	10/4/2017
Final Review completed on:	10/6/2017

Selectable Application Print

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

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

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

Request Print Job

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Requested by Terry Fraley on 11/7/2017 12:07:43 PM

Completed Print Jobs