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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - E3 - 0522 ROGERS MS - Priority

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

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Schoolwide Plan

Plan submission due dates:

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Legislation:

ESSA, Section 1114

Regulations:

Designing Schoolwide Programs, Non-regulatory Guidance, March 2006
LEA and School Improvement, Non-regulatory Guidance, June 2006

OSDE

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Needs Assessment Step 1: Identify Planning Team (*Must include at least one parent and one teacher.)

ESSA Section 1114(b)(6) requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

Name of Site Principal

Person Completing Plan

Name

Constituent Group

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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. (1328 of 2000 maximum characters used)

Through months of extensive dialogue and collaboration, Rogers Middle School has developed a vision for reform that requires a school-wide focus on literacy. This vision involves a 'teamed' approach for each grade level. In other words, 4-5 teachers work with the same students. This team of teachers will collaborate during a job-embedded PLC time to ensure that reading and writing are not only required, but focused on in each core subject. Teachers, across the curriculums, will use consistent reading comprehension strategies (ex: UNRAVEL, QTIPS) and vocabulary strategies (ex: Vocab by Gestures or Cubing). Each grade level will be assigned two SPED teachers (one will focus on Social Studies and ELA, the other on Math and Science). In all grades, students who are more than 2 grade levels behind will be pulled out two times per week for Tier 3 intervention. We will develop a school-wide reading program with bi-weekly incentives to promote reading for pleasure. We will host Literacy events for parents and students. True success cannot be defined in any way other than all students will leave Rogers after their 8th grade year reading and writing on-grade-level. However, it will be important to celebrate the yearly growth of each student, as many students enter Rogers three or more grade levels behind.

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. (1403 of 2000 maximum characters used)

Rogers is a part of the Oklahoma City Public School District. OKCPS has had 10 superintendents in the last 15 years. I have been in the District for 3 years and have had 2 superintendents. This turnover has created a lack of clear focus and a lack of buy-in from staff members. Employees hesitate to get on-board with new initiatives because they feel the focus will change quickly. It is difficult to maintain progress, as District foci, programs, and expectations change frequently. To make matters worse, I am the fourth principal at Rogers MS in the last 7 years. Even though Rogers is part of OKCPS, it is located in a rural area that is not in located in Oklahoma City. Because of the distance to Rogers, the school has suffered from a lack of consistent monitoring from the District. This, coupled with extended ineffective leadership, has created a culture of apathy and low-expectations. Student misbehavior is common. In fact, all of the issues typically associated with the demographic of poverty are present. Only about 40% of students are reading at or above grade-level. Around 25% of students are behind 3 or more grade levels. Students' deficiencies in reading are negatively impacting student achievement in all areas. In 2015, OCCT reading proficiency rates were as follows: 6th-34%, 7th-46% and 8th-49%. These scores are consistent with scores from the past 10 years.

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. (527 of 2000 maximum characters used)

Rogers MS has many sources of relevant data. For student performance data, we use the OCCT, OKCPS Benchmark and Snapshot assessments, and team-created common formative assessments. We also frequently monitor student and teacher attendance, as well as student behavior (referrals, suspensions and fights). For 2015-16, the use of quarterly teacher surveys was implemented to obtain feedback about school culture and instructional programs. We

plan to expand this use of surveys to include parents and students for 2017-2018.

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. (355 of 2000 maximum characters used)

Overall, only about 40% of students are reading at or above grade-level. Around 25% of students are behind three or more grade levels. In 2016, the OCCT schoolwide reading proficiency rate was 39%. This score is consistent with scores from the past 10 years. Students' deficiencies in reading are negatively impacting student achievement in all areas.

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

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

(0 of 5000 maximum characters used)

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

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

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

Guiding Questions

Evidence-based Strategies

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

Curriculum Alignment

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

Extended Learning Time

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

Assessment

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

Technology

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

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Reform Strategies, if applicable.
- What research-based curriculums will be used to support reading and math Oklahoma Academic Standards?
- What supplementary instructional materials will be utilized for student interventions/extensions?

Describe the reform strategies (4080 of 5000 maximum characters used)

Scientifically Based Research Strategies: Non-negotiable instructional expectations have been established at Rogers MS. These are: 1) Posted daily learning goals written in student-friendly terms 2) Active student engagement 3) Frequent checking for understanding 4) Rigor 5) Student data notebooks where students track their own academic performance. These expectations are monitored through daily administrative walk-throughs, informal observations and formal evaluations. They are also discussed frequently in PLC/Faculty meetings. Additionally, professional development and training is offered for these strategies on a yearly basis. Rogers will be using AVID for some students in grades 6-8 this year. As an AVID initiative, ALL students (even those not in enrolled in the AVID course) will carry a 3 inch binder equipped with dividers, filler paper, tracking sheets and a pencil pouch. Pencil pouches contain pencils, pens, highlighters and colored pencils. Rogers will use School Improvement funds to purchase and maintain these binders for students who need them. As part of our Literacy initiative, Rogers' will implement weekly D.E.A.R. (Drop Everything and Read) and Achieve 3000 time built into the school day. Extended Learning Time: A built in intervention schedule is used to provide students with targeted assistance during the actual school day, as many students do not attend after school tutoring or intersession. However, we also offer intervention during intersession. Special education teachers serve as co-teachers in most math and reading classes, so they offer additional support to struggling students in the form of pull-outs and differentiated instruction. Assessment: District-created benchmarks and snapshot assessments are administered to students periodically to monitor student progress. At Rogers, core teachers administer team-created common formative assessments every 2-3 weeks to monitor students' mastery of standards. Teacher teams use the data from these common assessments to drive further instruction and student interventions. The same is true of the benchmark and STAR tests. Curriculum Alignment: The OKCPS Curriculum Department provides pacing guides that are aligned with Oklahoma Academic Standards. In addition, the teachers at Rogers MS collaborate regularly to identify Essential Standards and to ensure vertical alignment. Technology: Teachers frequently use SMARTboards, chromebooks and iPads in the classroom to engage students in learning. Over the past year, teachers have administered common assessments via Mastery Connect. This has allowed teachers to easily disaggregate data and effectively identify struggling students. Due to new allowances in OCCT guidelines, classroom sets of calculators will be purchased. This will allow all students to be effectively trained in the use of these devices prior to the OCCT. School Improvement - Supplementary Instructional Materials: Achieve3000 will be used to provide science and social studies teachers with a resource to easily incorporate reading and writing into their contents. New calculators are being purchased for grades 6-8. All middle school students are permitted to use calculators on the spring OCCT math test and we need to provide opportunities for students to practice skills with the tools that will be available during testing. 515 funds will also be utilized to replace equipment on existing Smartboards. These interactive whiteboards are used to engage students and present daily lessons. Unfortunately many of our existing Smartboards are without basic items and accessories to be functional and effective. Copy paper, toner, and postage will be purchased to provide the supplies necessary for mailing school communication to our student households. Chromebooks and a chrome cart will also be purchased to provide more opportunities to engage student instruction with the use of technology through tools such as the Summit Learning platform, Google Classroom, Achieve 3000, and Mastery Connect assessments.

Monitoring/Compliance Documentation

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

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

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

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

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

Oklahoma Nine Essential Elements, #6

Guiding Questions

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

Describe the process for ensuring instruction is delivered by Qualified Teachers. (141 of 5000 maximum characters used)

All teachers and paraprofessionals at Rogers MS are classified as highly qualified. Each year, we send out the Parents Right to Know letter.

Monitoring/Compliance Documentation

- "Parents Right to Know" notification letter
- Sample parent notification regarding Highly Qualified status
- Data collection tools for HQT information

Professional Development - ESSA, Section 1114(b)(7)(A)(iv)

High quality professional development (PD) focuses on improving student achievement by elevating teacher, principal and other school personnel quality through evidence-based strategies. This professional development should be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals and parents. PD activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused activities designed to improve instruction and use of data from academic assessment.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Has a yearly professional development plan been developed? Were the teachers involved in the decision making?
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- What procedures are in place to follow-up on each professional development activity?
- How is implementation of strategies learned in professional development monitored?
- How are teachers supported and encouraged when implementing strategies learned in professional development?
- Do teachers have individual professional development plans? Do administrators?
- How are the individual plans developed? Does data drive the professional development decisions?
- Are stipends and/or substitutes provided for teachers attending professional development?
- Are teachers encouraged to facilitate professional development?
- How has professional development affected instruction? Does the data support this?
- What sustaining efforts are in place to support new staff with previously learned professional growth?
- What focused area(s) of need will be in addressed through professional development in the coming school year?
- How will staff be supported and encouraged when implementing strategies learned in professional development?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Professional Development, if applicable.
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- How is implementation of strategies learned in professional development monitored?
- How are stipends and/or substitutes provided for teachers attending professional development?
- How has professional development affected instruction? Does the data support this?
- What focused area(s) of need will be addressed through professional development in the coming school year?

Based on the comprehensive needs assessment, describe the focus of the school's professional development plan. (1888 of 5000 maximum characters used)

Through a recent survey, teachers have indicated they need additional professional development in the following areas next year: co-teaching, building relationships, student engagement strategies, classroom management, use of technology, formative assessment, academic standards and depth of knowledge. While training will be provided for all of these topics, the main focus will be on the areas that will most impact our focus on Literacy: co-

teaching, student engagement strategies, and formative assessment. An Instructional Coach (IC) will be employed to provide these PD opportunities. Additionally, this coach will monitor and collect data regarding the implementation of the PD. The IC will also coordinate the use of Peer Observations to allow teachers to see how their peers are using strategies. The IC will facilitate follow up-meetings where teachers can discuss the outcome of their attempts at implementation (successes, challenges, lessons learned). The Instructional Coach will also model instructional techniques/strategies and work individually with teachers to develop individual growth plans. Teachers will be paid a stipend for trainings that occur outside of their regular contracted time. As teachers become skilled in specific areas, they will be asked to provide training to their peers. Teacher teams will be asked to conduct monthly Peer Observations. Two leader teachers and two administrative staff will attend the Association for Middle Level Education (AMLE) conference. The Association for Middle Level Education is dedicated to improving the educational experiences of all students ages 10 to 15 by providing vision, knowledge, and resources to educators and leaders. After attending the conference these individuals will present best practices, information, and knowledge gained to the entire staff during faculty meetings and PLC meetings.

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. (1136 of 5000 maximum characters used)

Recruitment:OKCPS hosts Teacher Recruitment Fairs two times per year. The Human Resources department continuously works with colleges to identify potential candidates. Vacancies are posted on the District's website. Rogers Middle School also hosts observations and field experiences for OBU students and has volunteered as a field experience site for our district Special Education Boot Camp Program. Retention:OKCPS provides all teachers one built-in collaboration period per day. New teachers are paired with an on-campus veteran mentor teacher and are placed on a team to benefit from this daily period by asking their teammates questions and receiving guidance. Rogers MS had an active Leadership Team who are involved in the decision making and planning processes. There is also an Administrative Advisory Council that consists of teachers who are open-minded and solution-oriented. This Council is completely involved in the decision making process at Rogers MS. Both of these teams and the Administrative Team solicit and use feedback from staff surveys to develop instructional plans and structures for the school.

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. (1386 of 5000 maximum characters used)

Rogers MS has a Parent Involvement Policy and Parent-School Compact. These items were distributed to parents via mail; however, they are always available in the front office. Parents are notified of opportunities for involvement through robocall, the school's website and mailed flyers. To this point, parent involvement opportunities have been evaluated on the number of participants. Parents will be surveyed to see what kinds of trainings they would like to attend. We will be hosting Literacy nights to align with our school's focus. OKCPS will be using Infinite Campus as an online gradebook for 2017-2018. This will be communicated to parents through various means, but parents will be encouraged to sign up for access during Enrollment, Open House, PT Conferences, and Robo Contacts. Teachers are able to communicate easily with parents by email through the Infinite Campus system. Parent-teacher conferences are held two times per year - in September and February. These conferences are held on Thursday evening and Friday morning to accommodate parents' working schedules. Rogers will subscribe to the Middle Years - Working Together for School Success. This is a monthly magazine with useful parenting and academic tips for the families of Middle School students. Hopefully, this will increase communications from the school while supporting parents and students.

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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Uploaded Files:

No files are currently uploaded for this page.

Student Transition - ESSA, Section 1114(b)(7)(A)(v)

This component emphasizes the value of creating a coherent and seamless education program for all children in the school, but particularly for those at risk of not meeting the challenging State academic standards. Though the guidance only specifically addresses services to preschool children in the transition from early childhood programs to elementary programs, activities are encouraged at critical transition points at all grade levels to support students and parents with changes in curriculum, instruction and procedures.

Oklahoma Nine Essential Elements, #4

Guiding Questions

- What are critical transition points at the site (i.e., Pre-Kindergarten, Elementary to Intermediate, Intermediate to Middle)?
- How are counselors involved in the transition strategies?
- Have Parent Orientation Nights been developed?
- What procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures?
- Have summer grade-level transition camps been held at the school site?
- Do staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement?
- How often do staff members meet vertically?
- How does the staff facilitate transition strategies?
- What procedures are in place to receive new students to the school?
- Have documents been created to identify transition points, grades affected and coordination efforts?
- How has professional development affected instruction? Does the data support this?

Describe the student transition strategies. (673 of 5000 maximum characters used)

Rogers MS is one of the few OKCPS schools that services 6th graders. We realize the move from elementary to middle school can be plagued with issues, so we have implemented several programs to ensure a smooth and successful transition. Incoming 6th graders tour the school and meet the teachers each May. Additionally, we developed a 6th Grade Academy concept in 2015-16. New in 2017-2018, 6th grade students will participate in the Summit Learning Personalized Platform. We are hoping this new and innovative program based on personalized and project based learning will provide opportunities for students entering Rogers behind grade level to make substantial gains.

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. (488 of 5000 maximum characters used)

Teachers receive ongoing, job-embedded training for how to analyze and disaggregate data during PLCs and quarterly review sessions. Teachers use a 2-3 week common formative assessment cycle. During each of these cycles, teachers analyze student performance to identify both individual and group strengths and weaknesses. Mastery Connect will be available to teachers to aid in the development of quality formative assessments, as well as the disaggregation of student performance data.

Monitoring/Compliance Documentation

- copies of assessments used and evidence the assessments align to Oklahoma Academic Standards
- description of how assessment results are used to improve instruction
- copy of the site assessment calendar

Student Interventions - ESSA, Section 1114(b)(7)(A)(iii)(I)-(III)

Effective and timely evidence-based interventions should be provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards.

Oklahoma Nine Essential Elements, #3, #4

Guiding Questions

- What are teachers doing to meet the learning needs of all students in the classroom?
- How will strategies such as Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), Differentiated Instruction (DI) or flexible grouping be used effectively in classroom(s)?
- What training have teachers received on individualized instruction and/or varied instructional strategies?
- How do students receive additional assistance during the school day?
- How are students identified for these programs?
- How are students monitored and evaluated for these interventions?
- How are extended day/year programs evaluated for effectiveness?
- What type of documentation is collected to ensure that timely interventions occur for students who are not achieving at a proficient level?
- What steps will be taken for identifying students for academic and behavioral interventions?
- How will the site determine appropriate instructional strategies?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Student Interventions, if applicable.
- What steps will be taken for identifying students for academic and behavioral interventions?
- How are students monitored and evaluated for these interventions?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

Describe school's academic and behavioral interventions. If applicable, describe 1) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students skills outside the academic subject areas; 2) the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (1631 of 5000 maximum characters used)

Academic: Teachers will use prior training and additional training to use a variety of rigorous, engaging instructional strategies in the classroom. This will include a focus on differentiation. Teachers will use frequent formative assessment to determine both individual and group mastery of concepts. Struggling students will receive academic intervention through a classroom co-teacher (may be a pull out) or a built-in intervention period (Study Skills, 2 times per week). Students will also be able to attend after school tutoring or Intersession for additional targeted instruction. ALL students will receive additional reading intervention and literacy skill development through Drop Everything And Read and Achieve 3000, using each program separately 45-60 minutes weekly. Behavioral: PBIS was fully implemented in 2015-16 and resulted in a 14% decrease in referrals and a 50% decrease in fights. Student suspensions were down 20% and student attendance increased by 1.3%. The decrease in fights had a significant, positive affect on the school's climate. With PBIS, a Peer Mediation program was implemented and deemed impactful and effective. The use of approved outside counselors to work with students with chronic behavior issues was implemented. These structures will continue to be used in 2017-2018. New to 2017-2018 is a discipline mark system used for tracking grade level discipline issues. Quarterly, students will be rewarded with Honor Code parties/incentives for abiding by the discipline plan. Our first school-wide

reward on 9/15/17 will have approximately 160/290 students in participation.

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:	9/28/2017
LEA Data Entry submitted the application for review on:	9/28/2017
LEA Administrator submitted the application to OSDE on:	9/29/2017
Program Review completed on:	10/9/2017
Final Review completed on:	10/10/2017

Selectable Application Print

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

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

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

Request Print Job

Schoolwide

Request Print

Requested Print Jobs

[Requested by Terry Fraley on 11/7/2017 12:45:39 PM](#)

Completed Print Jobs