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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - F1 - 0395 SEQUOYAH 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

OSDE

**Program
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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. (970 of 2000 maximum characters used)

Our Academic Leadership Team is made up of teachers from every grade level as well as the special education and related arts teachers. We meet twice a month and develop smart goals to direct our vision. These representatives gather information from the entire staff and present it to the ALT to discuss decisions based on the needs and wants of the staff and students. We utilized a questionnaire to gather information about what was working, what was not working, and ways to improve reading and mathematics achievement. We utilized the testing results from the OCCT, the district benchmark assessments, as well as the STAR Early Literacy and STAR 360 Reading and Math assessments to drive our decision making and our instruction to improve student achievement and the overall instructional program at Sequoyah Elementary. We also utilize the assessment and progress monitoring data to decide on future professional development that will impart student weaknesses.

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. (906 of 2000 maximum characters used)

Sequoyah Elementary develops school wide smart goals with the focus of reading, writing, mathematics, and attendance. Every teacher expects all students to achieve a 10% growth in reading and math. Our school consists of 39% second language learners. We focus on vocabulary and reading comprehension. Sequoyah continually assess and progress monitor utilizing the STAR Early Literacy and STAR 360 Reading and Math Assessments, as well as continual vocabulary assessments for mastery and fluency. We have incorporated our bilingual and special education educators into a combined focus for interventions. Parental involvement is a key component for success student achievement. Parents need to be daily involved in their child's academic achievement. We are moving toward a more academic focus for future parent involvement activities in order to help provide parents with ideas to help their child.

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. (269 of 2000 maximum characters used)

The data from STAR Early Literacy, STAR 360, district benchmarks, as well as OCCT assessments are collected and analyzed at grade level PLC team meetings. The leadership team uses this information to help write goals and develop the Title I budget plan for the school.

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. (719 of 2000 maximum characters used)

The Kdg-2nd Grade Teachers utilize the data from the STAR Early Literacy to provide students with progress monitoring. 3rd-4th Grade Teachers collect and analyze data from the STAR 360 and district benchmarks. Each teacher keeps records of each student's progress overtime and uses this information to drive their instruction. Intervention groups as well as tutoring groups are designed around the needs of each set of students who are strategic or intensive. CRT scores are analyzed when they are released. Teachers chart scores in reading and math and check growth and to identify areas of weakness. The leadership team uses this information to help write goals and develop the Title I budget plan for the school.

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 (4859 of 5000 maximum characters used)

We utilized the testing results from the OCCT and the district benchmark assessments to drive our decision making and our instruction to improve student achievement and the overall instructional program at Sequoyah Elementary. We meet weekly during Professional Learning Communities to discuss assessment and progress monitoring data in order to guide and direct our instruction to improve student weaknesses and to help increase student achievement. In following with Marzano's best practices, teacher post and state learning objectives as well as performance scales/rubrics to help with student understanding and achievement. Teachers follow the Oklahoma Academic Standards as well as district appointed initiatives that go beyond the standards set by the state department. Teachers participate in collaboration between vertical and horizontal grade level teams to help increase student achievement. Teachers follow the district curriculum to direct their instruction based on student weaknesses and understanding in order to increase student achievement. Teachers will participate in professional development to provide resources and to help increase student achievement. Teachers will utilize Fountas and Pinnell to focus our Guided Reading and Differentiated Instruction utilizing Benchmark Literacy, classroom leveled readers as well as leveled readers from our school-wide leveled book room. We will incorporate Benchmark Literacy and the Reading Horizons Reading Programs to help with Language Development and Vocabulary to increase student achievement. Teachers utilizes classroom sets of novels as well as Scholastic Weekly Readers to increase reading comprehension and fluency. We will utilize the Fountas and Pinnell Guided Reading Benchmark Assessment as a tool to incorporate differentiated instruction to help improve student reading achievement. Leveled Literacy Intervention will be utilized by K-2nd grade teachers to help increase student achievement and provide differentiated instruction. Teachers will implement the 90 minute uninterrupted Reading Block for Grades K-3rd and implement 90 minute reading time in grades 4-6 as well to help increase student achievement. We also have implemented tutoring and spring and summer intersession classes for struggling students. Teachers are implementing differentiated instruction in their 90 minute reading blocks to help students who are struggling in Reading. Teachers are implementing Everyday Mathematics as well as tutoring and intersession classes for students who are struggling in mathematics. Teachers are implementing the RTI process to help provide students who are struggling in Reading and Math with additional instruction and intervention through Tiers 1, 2, and 3. WHIZ Kids tutors provide 3 hours of tutoring free of charge every Monday after school at the Baptist Temple Church for students who need extra help in reading and/or math. Oklahoma A+ Schools is the state's only research-based whole school network with a mission of nurturing creativity in every learner. Oklahoma A+ provides schools with ongoing professional development, an intricate network of support, and an active research component conducted by university professors. OKA+ provides professional retreats and ongoing, on-site development at no cost to member schools and helps create a collaborative teaching environment. Great Expectations is a professional development program that provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere as well as provide elements that are basic for inspiring student to pursue academic excellence. Great Expectations will continue to guide students and staff members utilizing the 17 Best Practices, the 8 Expectation for Living, and Life Principles. Each teacher has desktop technology in the classrooms for student use. Sequoyah Elementary has a computer lab consisting of 30 desktop computers for student use. Each class attends the computer lab for two 40 minute periods a week to work on Reading and Math skills. Students will utilize the MyOn Reading program in the computer lab and at home as well to help increase student achievement in Reading. Currently, we have two carts containing 30 chromebooks for checkout in the library for teachers to utilize in the classroom to supplement Reading Instruction and provide additional time to utilized MyOn Reading. We are purchasing an additional cart of 30 chromebooks to be available for checkout in the library. Every classroom at Sequoyah Elementary has an interactive smart Board with internet capabilities. Eight additional Powerlite 520 Smart Board Projectors have been purchased to update classroom Smart Boards. Each teacher has a district issued laptop to use in his/her classroom as well as at home.

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. (2054 of 5000 maximum characters used)

The OKCPS district only hires teachers and paraprofessionals who are in the process of being certified and qualified in their area of education. The evidence of certified and qualified teachers and paraprofessionals is kept in the individual's folder in the Human Resource Department at OKCPS administration building. All parents are notified of their right to request information regarding the qualification of highly qualified teachers and paraprofessionals. Sequoyah is partnered with the University of Central Oklahoma and with Southwestern Oklahoma State University to mentor graduate students as well as provide observation opportunities for undergraduate students. The district monitors all hiring practices to determine qualified teacher status. We also participate in the district-wide job fairs that are scheduled at strategic times during the school year. Employing and retaining qualified teachers is an important priority. Sequoyah Elementary includes job postings on the OKCPS website, we partner with the University of Central Oklahoma as well as Southwestern Oklahoma State University, we participate in the OKCPS job fairs, and we establish mentoring programs for teachers who are new to our building. Whenever possible the academic leadership team is present during most interviews and attends the district job fair. When looking for potential new hire, we look for highly involved, passionate, self-motivated educators and whenever possible, those who are familiar with district curriculum and initiatives. We seek out highly-qualified teachers to be a part of our team. Our reputation of being a GE model school for 9 years, of being an Oklahoma A+ Arts Integration School, and of maintaining Smart Boards in every classroom are some of our qualities that helps to attract highly qualified and highly effective teachers to our school. The majority of classrooms have Smart Board Technology mounted on the wall with an attached projector mounted as well. This type of technology helps attract highly qualified teachers.

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. (592 of 5000 maximum characters used)

Teachers will be asked to complete a survey of professional development wants and needs at the beginning of the year. District initiatives will determine a large portion of what professional development our staff attends. District Instructional Coaches will provide the embedding professional development. Student data drives the need for our professional development as well. Our Professional Development will focus on Reading and Math. We will utilize our

district curriculum resources as well as best practices from staff members whose students are showing success in reading and math.

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. (937 of 5000 maximum characters used)

Whenever possible the academic leadership team is present during most interviews and attends the district job fair. When looking for a potential new hire, we look for highly involved, passionate, self-motivated educators and whenever possible, those who are familiar with district curriculum and initiatives. We seek out highly-qualified teachers to be a part of our team. Our reputation of being a GE model school for 9 years, of being an OKA+ Arts Integration School, and of maintaining Smart Boards in every classroom are some of our qualities that helps to attract highly qualified and highly effective teachers to our school. The majority of classrooms have Smart Board Technology mounted on the wall with an attached mounted projector. This type of technology attracts highly qualified teachers as well. We have a Lead Mentor Teacher to reach out to the newly hired staff members to provide support for them throughout the year.

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. (2075 of 5000 maximum characters used)

WHIZ Kids tutors provide 3 hours of tutoring free of charge every Monday after school at the Baptist Temple Church for students who need extra help in reading and/or math. El Sistema is a social action ministry of St. Luke's United Methodist Church, in partnership with the Wanda L. Bass School of Music at Oklahoma City University and the Foundation for Oklahoma City Public Schools. El Sistema is poised to offer free after-school instrumental music education and mentoring to youth grades 3-6 in Oklahoma City Public Schools. Oklahoma A+ Schools is the state's only research-based whole school network with a mission of nurturing creativity in every learner. Oklahoma A+ provides schools with ongoing professional development, an intricate network of support, and an active research component conducted by university professors. OKA+ provides professional retreats and ongoing, on-site development at no cost to member schools, helps create a collaborative teaching environment that undergirds each child's ability to learn and be successful, uses research teams to provide feedback on the effect of our practices on the schools and their students' outcomes, shares practices, finding, connections, and partnerships that support the goals of the school, and collaborates with partners in higher education, community, government and business to extend creative learning across the state, the nation, and the world. Food For Kids - Backpack Program is a program from the Regional Food Bank where children who are in high poverty and low socio-economical areas receive weekly backpacks of food to take home over the weekend or during fall break, winter break, and spring break throughout the year in order to have food to eat. We utilized a bilingual part-time parent liaison to help communicate with parents and translate or interpret when needed. Parent communications are utilized to help provide parental notification to increase parental involvement and engagement. Paper/Toner/Ink and postage will be funded for parent communications throughout the 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.

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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. (1134 of 5000 maximum characters used)

Our Pre-K students attend full-day Pre-K classes every day and our students participate in an abbreviated Related Arts classes to help the students be successful when entering Kindergarten. Each Pre-K class has a bilingual assistant to provide the teacher and students with additional assistance. Also, at Sequoyah Elementary, we have a day in May where Pre-K students attend "Kindergarten for a Day" to help coordinate the transition from preschool to primary school. We schedule a "pep assembly" prior to the Oklahoma OCCT testing where the drum line from the NW Classen Marching Band and the NW Classen Dance Team attend to discuss the important elements of school including attendance, grades, testing, etc. and to help motivate our students to do well on the OCCT tests as well as to share their school experience. One of the vice principals from Taft Middle School comes to Sequoyah Elementary to visit with and answer any questions from our 5th grade students who could be attending Taft Middle School. We also share EOY Data with Taft Middle School to help with scheduling the transitioning 5th students to 6th grade.

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. (1101 of 5000 maximum characters used)

Our Academic Leadership Team is made up of a representative from every grade level, special education, related arts, as well as a student and a parent. These representatives gather information from the entire staff and present it to the ALT to discuss decisions based on the strengths, needs and weaknesses of the student achievement data. We utilized a questionnaire to gather information about what is working, what is not working, and ways to improve student achievement in reading and mathematics. We utilized the testing results from the OCCT and the district benchmark assessments to drive our decision making and our instruction to improve student achievement and the overall instructional program at Sequoyah Elementary. Teachers will continually analyze data to determine appropriate placement of students in intervention groups, tutoring groups, and intersession classes. Teachers will progress monitor throughout the year and be expected to obtain and submit MOY and EOY student data in order for the academic leadership team to discuss and revise school-wide goals throughout the year.

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. (1276 of 5000 maximum characters used)

Sequoyah Elementary identifies students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support. Grade Level Teacher will meet weekly to discuss data. Teachers will analyze student data from performance task and as well as OCCT Assessment Data for Reading and Math. Teachers also discuss weekly unit assessments in order to group students for differentiated instruction as well as to identify students for tutoring and intersession. All day intersession classes are scheduled for Spring to provide interventions in Reading and Mathematics for struggling learners. Special Education students are mainstreamed in the regular classroom where appropriate and pull-out for additional small group and/or individualized instruction and interventions. ELL students are serviced in the regular classroom and are pull-out for additional small groups and/or individualized instruction and interventions in Language Development, Vocabulary, and Reading Comprehension. Homeless students are serviced in the regular classroom and are invited to tutoring and/or intersession when necessary for additional instruction and interventions. Stipends will be paid to teachers, principal and support for extended day tutoring.

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:	9/29/2017
LEA Data Entry submitted the application for review on:	9/29/2017
LEA Administrator submitted the application to OSDE on:	9/29/2017
Program Review completed on:	10/12/2017
Final Review completed on:	10/15/2017

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 12:49:04 PM](#)

[Requested by Terry Fraley on 11/7/2017 12:49:25 PM](#)

Completed Print Jobs