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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - F7 - 0400 SHIDLER 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	Armando L. Ayala
Person Completing Plan	Principal

Name	Ms. Amanda Gonzalez
Constituent Group	Parents

Name	Mr. Grant Holmberg
Constituent Group	Teachers

Name	Ms. Kelly Higham
Constituent Group	Teachers

Name	Ms. Alma Pearson
Constituent Group	Community-Based Organizations

Name	Ms. Loretta Gallo
Constituent Group	Teachers

Name	Ms. Michelle D. Anderson
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. (1326 of 2000 maximum characters used)

Vision90-90SMART GOALSLiteracyAt least 90% of all students (K-6) will be proficient in their literacy skills as measured by the F&P Assessment by June 30, 2022.At least 80% of all students (K-6) will be proficient in their literacy skills as measured by the F&P Assessment by June 30, 2021.At least 70% of all students (K-6) will be proficient in their literacy skills as measured by the F&P Assessment by June 30, 2020.At least 60% of all students (K-6) will be proficient in their literacy skills as measured by the F&P Assessment by June 30, 2019.At least 50% of all students (K-6) will be proficient in their literacy skills as measured by the F&P Assessment by June 30, 2018.MissionWe foster a highly effective learning environment where children blossom and adults thrive.Signature PracticesA Culture of Kindness Conducive to LearningA Focus on Academic AchievementClear Curriculum ChoicesFrequent Assessment of Student Progress and Multiple Opportunities for ImprovementAn Emphasis on Nonfiction WritingCollaborative Scoring of Student Work Note: Our strategic planning is based on evidence-based strategies articulated in High Performance in High Poverty Schools: 90-90-90 and Beyond by Douglas B. Reeves (https://www.lmsvschools.org/cms/lib2/ca01001633/centricity/domain/566/90%20schools.pdf)

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. (89 of 2000 maximum characters used)

School Profilehttp://www.edprofiles.info/doc/profiles/2016/reports/src/201655i089400.pdf

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. (1384 of 2000 maximum characters used)

The following data sources have been used to determine our needs: Fountas & Pinnell.The data shows that as of the Fall Benchmark 35% of students are proficient in their literacy skills (Kindergarten through 6th Grade). In Grades 3-6, 51% of students are proficient in their literacy skills. 2% proficient in Kinder 14% proficient in 1st Grade 17% proficient in 2nd Grade 37% proficient in 3rd Grade40% proficient in 4th Grade54% proficient in 5th Grade68% proficient in 6th GradeLexia. Screens and monitors reading and language skills for students in grades K-12. Developed in partnership with the Florida Center for Reading Research. This computer-adaptive assessment reliably measures the skills most predictive of reading success to provide actionable, norm-referenced data for instructional planning. data on student skill development and growth with grade-dependent tasks in the domains of Word Recognition, Academic Language, and Reading Comprehension.Currently, 26% of students K-5th are in Grade Level Material (GLM). Kinder: 38%1st: 19%2nd: 7%3rd: 26%4th: 28%5th: 32%6th Grade4% at Basic Level (1)77% at Elementary Levels (2-3)19% at Intermediate Levels (4-5)

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. (1791 of 2000 maximum characters used)

The Fountas & Pinnell Benchmark Assessment Systems(BAS) assessments are conducted one-on-one. In Part 1 of the assessment, the student reads aloud and talks about the system's original, precisely leveled fiction and nonfiction books, while the teacher observes and notes the reader's behaviors on carefully constructed forms. In Part 2, the teacher conducts a revealing Comprehension Conversation. Lexia's pre-K-5 literacy solution is built around the specific needs of each student. The solution is designed to adapt based on student responses and provide real-time personalization while students work independently online. Real-time data from student interaction is sent to the teacher, fueling customized lesson plans based on each student's needs. Using the program's norm-referenced and criterion-referenced embedded assessment, teachers can focus on personalized instruction without having to stop to administer a test. There is a difference between focus of assessment in each tool. To get a comprehensive view of the child's strengths and areas to improve we rely on both instruments.Grade F&P (Students at Grade Level or Higher) Lexia (Students at Grade Level or Higher)Kinder 2% 38%1st 14% 19%2nd 17% 7%3rd 37% 26%4th 40% 28%5th 54% 32%6th 68% 19%

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.

(87 of 5000 maximum characters used)

All resources received by the School are aligned to support our schoolwide initiatives.

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 (3033 of 5000 maximum characters used)

Reform StrategiesI. Guided Reading is the strategy. The venue is the Benchmark Literacy Program.II. Guided Math is the strategy. The venue is the district Math Bundles.III. Summit Learning in 5th & 6th. The platform comes with a comprehensive curriculum developed by teachers in classrooms. The base curriculum is aligned with the Common Core, and each course includes meaningful projects, playlists of content and assessments, all of which can be customized. Teachers can adapt or create new playlists and projects to meet their students' needs. Students build content knowledge by working at their own pace and take assessments on demand. Teachers help students set short-term and long-term goals and connect these back to their daily actions. Students build and demonstrate cognitive skills and apply what they're learning by working through authentic, meaningful projects. Teachers facilitate these hands-on projects, and the platform provides tools to customize projects or create new ones. Teachers can understand how their students are performing on a daily basis and use that data to personalize instruction and provide additional support through mentoring and coaching. Teachers have access to a robust teacher guide with resources and training about how to implement personalized learning in the classroom. In addition, teachers join a national community of practice around personalized learning. About 80% of the OAS is comprised of Depth of Knowledge Level 2 tasks/questions (refer to http://sde.ok.gov/sde/assessment-material). Summit is geared towards developing Depth of Knowledge Level 2 and higher (refer to https://docs.google.com/spreadsheets/d/13Wm_Dl-u68n4pa4F1vuISZ021qqRYJT7PMmeWgL5660/edit#gid=184306728). Therefore, Summit Learning effectively aligns with OAS.IV. Other venues for personalized learning include (but are not limited to): Khan Academy, Prodigy, Lexia, Duolingo for Schools, MyOn.V. We implement Positive Behavior Intervention Supports in the building to address behavioral interventions. We use State Board of Education approved Tier II literacy intervention: Lexia.VI, Part of our STEAM Focus includes the Arts. As the Arts comprise an integral part of a well-rounded education and as Congress has specified Title I funds as eligible for this purpose under ESSA (Every Student Succeeds Act); we will dedicate $8,000 for Dance Instruction K-6 (provider: OKC Arts Council) and $12,000 for Mariachi Instruction 4th-6th (provider: Scissortail), and Quaver music software (a complete interactive digital music curricular with print rights). It is aligned to Oklahoma Academic Standards. It emphasizes cross-curricular connections in math, science, history, literacy, geography, physical education, and English and is the premier digital music curriculum. The dance and music strategy is similar to that currently in place for the past 5 years at Wilson Elementary School (integrated arts).VII. STEAM Focus includes the purchase of Chromebooks, iPads, peripherals, paper, toner, etc.

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. (654 of 5000 maximum characters used)

Currently 20 out of 21 teachers meet the criteria for highly qualified. An action plan has been put in place for the one teacher that is on an emergency credential. This plan includes inclusion of this teacher in all the professional training that teachers will receive, as well as district-provided training for passing state certification. Parents were notified of their right to request information regarding the qualifications of the highly qualified teachers and paraprofessionals at the onset of the school-year and will be notified in a prompt manner at the onset of the 2018-2019 school-year. A template for such notifications has been created.

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. (1614 of 5000 maximum characters used)

In order to ensure that effective instruction is provided in the classrooms throughout the school the School Leadership invests resources in the alignment of practices including but not limited to:-regularly scheduled Instructional Coach Support meetings where professional development is provided for teachers in the areas of instructional techniques-instructional audits by Literacy Mentor Teacher, Numeracy Mentor Teacher, FOSS Mentor Teacher, Summit Mentor

Teacher and Instructional Coach (positions will be paid for by Title I funds).-Instructional Rounds-Professional Learning Community Meetings with the Principal with the focus of developing classroom management skills, data dives and accountabilitySummit Learning Trainings, Meetings & ConveningsHandwriting Without Tears for Pre-K teachersGoogle Educator Certification: professional development in project-based learningCode.org Professional DevelopmentPart of our STEAM Focus includes the Arts. As the Arts comprise an integral part of a well-rounded education and as Congress has specified Title I funds as eligible for this purpose under ESSA (Every Student Succeeds Act); we will dedicate $8,000 for Dance Instruction K-6 (provider: OKC Arts Council) and $12,000 for Mariachi Instruction 4th-6th (provider: Scissortail).Title I (511) Budget Document: https://drive.google.com/open?id=1pv6zYJiY5Tr1ixRSS592pDkWctRo5-ZUcA4RjUoDvA4(please copy and paste on your browser)School Improvement (515) Budget Document: https://drive.google.com/open?id=1wk_oGaW6NOU4_sbm5slx3oh6PYic6Ra7dnffBE-3w8c(please copy and paste on your browser)

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. (581 of 5000 maximum characters used)

Recruitment-Principal and Lead ELL Teacher seek talented teachers at Teacher Job Fairs-Principal collaborates with Oklahoma Christian University in providing master teachers for student teacher programRetention-Communication venues for teachers to access their Literacy, Numeracy, FOSS, iCoach and Principal and receive supports and tools to refine their practice-Check-Ins with Literacy, Numeracy, Summit and FOSS Mentor Teachers at Staff Meetings-Opportunities to participate in Instructional Rounds with Cognitive Coaching, mentoring, Instructional Coach Support Meetings

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. (1902 of 5000 maximum characters used)

Parent and Community InvolvementThe following are parent and family engagement opportunities at Shidler:-Meet Your Teacher/Conozca Su Maestra on July 31 at 5:00 p.m-Dance Enrichment Classes for 4th, 5th and 6th Grades through partnership with OKC Arts Council-Mariachi Enrichment Classes for 5th and 6th Grades through partnership with Scissortail Community Development Corporation-English as a Second Language Classes for Parents on Tuesdays and Thursdays from 8:30 a.m. to 10:30 a.m. through a partnership with Community Literacy Center, Inc.-Open House/Casa Abierta on August 8 at 6:00 p.m.-Parent Conferences on August 31 from 3:30 p.m. to 6:00 p.m.-Parent Conferences on Septebmer 1 from 8:00 a.m. to 12:00 p.m.-After School Program for students on Tuesdays and Wednesdays through a partnership with FaithWorks Community Center-Thursday Evening Tutoring Program through a partnership with FaithWorks Community Center-Sweet Bread with Grandparents/Pan Dulce con los Abuelitos on September 22 at 7:30 a.m.-Title I Parent Meeting on September 27 at 9:00 a.m. and at 6:00 p.m.-Girl Scout Program BFF Program for Grades 3rd-6th and STEM for Grades K-2nd-Dads N Donuts/Donas con Papa on October 6 at 7:30 a.m.-Muffins with Moms/Muffins con Mama on November 10 at 7:30 a.m.-Ocean Dental Check Ups for Students on 11-28.-Winter Performance on December 12th at 1:45 p.m.-Christmas Party (through an anonymous community partner we provide each child in the school Christmas gifts that the children express wanting in a letter to Santa written in October)-Parent Conferences on February 8 from 3:30 p.m. to 6:00 p.m.-Parent Conferences on February 9 from 8:00 a.m. to 12:00 p.m.-Daddy-Daughter Dance on February 16 at 6:00 p.m.-Mommy & Son Dance on May 11 at 6:00 p.m.-Spring Performance on May 25 at 1:45 p.m.Refreshments for parent outreach activities will be provided by Title I.

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. (618 of 5000 maximum characters used)

The School supports students from the Mommy & Me Program at our community partner organization FaithWorks of the Inner City Community Center by facilitating an annual visitation in the month of April. Students, parents and their teachers tour the campus, spend time in the Pre-K and Kinder classrooms, have lunch in the Cafeteria and enjoy playing at our play area. The School supports 6th Grade students in their transition to middle school by reaching out to the administration at Webster Middle School to facilitate Counselor visits to our building as well as training our students on the rigors of middle school.

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. (1188 of 5000 maximum characters used)

We have two teacher leadership teams that are pivotal in analyzing our instructional programs and determining the allocation of fiscal resources:Instructional Leadership Team. Their function is to promote the culture in which staff engages in professional learning that results in continuous improvement and high performance. They help guide and support the implementation of standards-based curriculum, instruction & assessments that address student expectations. This team is comprised of our Literacy Mentor, Numeracy Mentor, FOSS Mentor, Summit Learning Mentor, Instructional Coach and Principal.Faculty Advisory Committee. Their function is to "provide the immediate supervisor advice, counsel and information, in a collaborative and collegial setting, on items of common concern relating to professional development, budget, school safety, student discipline and other concerns relating to the operation of the school" (Collective Bargaining Agreement, 2016-2017, between the Board of Education of Independent School District Number 89 of Oklahoma County, Oklahoma and the Oklahoma City AFT Local 2309, of the American Federation of Teachers AFL-CIO of Oklahoma City, Oklahoma).

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. (1692 of 5000 maximum characters used)

Response to Intervention In an effort to meet every child's needs our Professional Learning Community Grade Level Teams meet monthly with our Parent Outreach Team (School Social Worker, Parent Outreach Liaison, and Support Staff), the Principal, the Special Education Teacher, and two ELL teachers to review any barriers to student learning in the classrooms, put in place wrap-around services for the child, reach out to parents to get information so that we handle the supports to children in appropriate ways, reach out to community resources to help our students and parents achieve. This process drives our determinations as to testing for Special Education Services as well._____Marzano Teaching Strategies In an effort to address Maslow's Hierarchy of Needs our teachers focus on the first five elements of the Domain I Marzano Teaching Strategies. These are 1. Learning Goals. The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal. 2. Tracking Student Progress. The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment. 3. Celebrating Student Success. The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal. 4. Routines. The teacher reviews expectations regarding rules and procedures to ensure their effective

execution. 5. Physical Layout. The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

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:	10/12/2017
LEA Data Entry submitted the application for review on:	10/12/2017
LEA Administrator submitted the application to OSDE on:	10/16/2017
Program Review completed on:	10/18/2017
Final Review completed on:	10/18/2017

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.

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