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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - H3 - 0408 SPENCER 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	Sandy Jackson
Person Completing Plan	Sandy Jackson

Name	Sandy Jackson
Constituent Group	Administrators

Name	Tonye Barnes
Constituent Group	Teachers

Name	Joseph Burton
Constituent Group	Teachers

Name	September Ryan
Constituent Group	Teachers

Name	Sarah Somerville
Constituent Group	Teachers

Name	Rita Brown
Constituent Group	Parents

Name	Tiffany Black

Constituent Group	Paraprofessionals	

Name	Jazlin Brown
Constituent Group	Students	

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. (1770 of 2000 maximum characters used)

1:1 instructionWill be used to strengthen individual student needs in comprehensionSmall /flexible group instructionWill be used to group students with common needs so that dialogue student to student/ teacher to group can occurAfter school tutoringAllows extra time for students to learnProgress monitoring Identifies growth and needs for individualsIntersessionsAllows extra time to learnTIER I, TIERII, and TIER III reading time Allows extra reading / intervention time Budget items Materials for test taking strategiesTo improve student familiarity with the format of the OCCTReading A-ZTo provide leveled readers for teachers to use with individual students Time for KidsProvides informational text for studentsTeaching AssistantProvide individual instruction for identified studentsUsed with supervision from the teacherLeveled Readers, Decodable Texts, Reader's Theatre Books Used to provide independent level books for identified students Great Expectations Methodology TrainingProvides teachers professional development in Great Expectations Methodology which is a researched based program with proven results in student achievement Stipends for Teachers to Attend Great Expectations Professional DevelopmentPays teachers for off-contract time to attend GESee GE methodology Training aboveSmartboards/Replacement ProjectorsMeets the needs of visual learners Provides a means for interactive instruction for all students Some current projectors are at least five years old and are no longer working. Sound Field SystemsProvides clarity of the teacher's voice to improve understanding and comprehensionSound SystemWill be used for parent meetings

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. (404 of 2000 maximum characters used)

Spencer Elementary School OCCT Data 2014-2015Grade/SubjectTotal Students TestedAdvancedProficientLimited KnowledgeUnsatisfactory3rd Grade Reading5301413263rd Grade Math531823214th Grade Reading330913114th Grade Math330514145th Grade Reading33078185th Grade Math31097155th Grade Science310113175th Grade Social Studies33311811

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. (214 of 2000 maximum characters used)

Data Source #1: Data Scores (STAR 360, STAR Early Literacy, ELQA, Edusoft, OCCT, Weekly Mini-Assessments)Data Source #2: Whole Group and Small Group Lesson Plans: Classroom teachersData Source #3: Lesson plans

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. (676 of 2000 maximum characters used)

Teachers will use the assessments to analyze data trends for student growth and weaknesses. Data will be analyzed by the teacher on a monthly basis and together in PLCs monthly and/or quarterly. Teachers will use the data to drive their whole group lesson plans as well as targeted intervention in small groups. This will be reflected in their lesson plans.STAR 360, STAR Early Literacy, ELQA: Administered 3 times a year - BOY, MOY, EOYProgress Monitored based on level of proficiency: Urgent Intervention - Every weekIntervention - Every two weeksOn watch - Once a monthOn level - Once a monthEdusoft Benchmarks for all students:Baseline Benchmark - September

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 (2883 of 5000 maximum characters used)

I-Coach will be utilized to provide job-embedded professional development that is specific to the individual teacher's needs to increase student achievement. Individualized tutoring was utilized this year to provide resources for tutoring with Spencer United Methodist Church volunteers, St. Luke's Baptist Church small group instruction and provide additional resources for 3rd grade teachers. Dell Chromebooks and Lenovo Chromebooks will be used to give students better access to myON online library which will increase reading levels and reading performance of Spencer Elementary students. Phyllis C. Hunter Classroom Libraries will be purchased to build critical reading skills through the challenging, diverse, high interest books in these sets.MyOn Online LibraryInstructional CoachTwo Teacher AssistantsLead Mentor TeacherLead Literacy TeacherLead Math TeacherPayne Institute (Framework for Understanding Poverty)The list above will have one purpose; To increase student outcomes in the following areas:Academics (Math, Reading, Science)Behavior (Less disciplinary referrals and suspensions)Increased Parent Involvement (Open House, Meet the Teacher, Meet the Teacher)More directly prescribed Professional Development (FOSS, LLI KitsFountas and Pinnell assessments along with Performance Assessments will give us the necessary data to make decisions surrounding the retention of teachers as well as the shifting of teachers at the grade levels. Current Spencer Elementary School reading data does look very good at all in the early childhood area. That means that for the 2017-2018 school year I cannot keep those same teachers in those classrooms. The two teacher assistants will assist the classroom teacher with small-group reading in the classrooms. The Lead Teachers will assist teacher in/with best practices in the classrooms. Payne Institute training will help with not only poverty that plagues our building so much, but also cultural sensitivity. 1. Scientifically Based Research Strategies: Implementation of PBIS, 90 minute uninterrupted reading block, weekly student recognition assemblies (Jaguar Jamboree), Great Expectations eight expectations.2. Curriculum Alignment: The Spencer Elementary teachers will follw district pacing guides (Standards crosswalks/Bundles) this year, as they have been declared "in-line" with Oklahoma State Standards.3. Extended Learning Time: After school tutoring is available for students4. Assessment: ELQA will be used for pre-K. Fountas and Pinnell will be used for kindergarten through 5th.5. Technology: 62 Chromebooks have been purchased and the students use them to do research, take assessments online, and to create presentations. New Smartboards and projectors have been installed.6. School Improvement: State Standards will be used in the format of packaged Bundles by OKCPS.

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. (1228 of 5000 maximum characters used)

Frequent weekly classroom observations are conducted by the school leadership and other team members to monitor and improve teacher instruction and student learning. Surveys are completed by staff members to identify and monitor the current instructional professional development needs. Instruction Coaches and Lead Mentor, ELA and Math Teachers are utilized to provide resources and support to teachers in areas of needs. Monthly staff development is based on classroom observations, evaluations and surveys of needs. Spencer Elementary will begin recruiting teachers for the upcoming school year late November and December. Contact is made with a colleges and universities throughout the state of Oklahoma as well as neighboring states in an effort to recruit highly-qualified candidates. We also participate in the OKCPS job fair in the spring.Retention: Assigning First Year and new teachers with a Lead Teacher. Assigning all First Year teachers to Lead Mentor Teacher for mentoring and training. (Literacy, Math, Social Studies). Providing professional development opportunities that are aligned to the needs of new teachers as well as planned throughout the year to meet the needs of our teachers and students.

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. (2355 of 5000 maximum characters used)

1. RSA training. Reading skills including, but not limited to, phonological awareness, letter recognition and sounds, and oral language skills as identified in the PASS+ adopted by the Oklahoma State Board of Education. Teachers shall emphasize reading skills as identified in the PASS, monitor progress throughout the year and measure year-end reading progress.2. Benchmark Literacy (To include word study and phonics)3. Marzano/TLE Training (Marzano

Focused Teacher Evaluation Model)4. PBiS training (With a special emphasis on children and truma) Teachers will learn ways to instill positive expectations and behaviors in students.5 Classroom Management6. Fountas & Pinnell (Reading Level/Fluency/Vocab) Assessments. This allows us to frequently test each child for proper placement in small reading groups as well as specific reading levels for 1st grade.7. RtI training8. Technology Training: Common Sense Media, Google for Education, Chromebooks, etc.10. MyOn: This web-based software targets students who are academically low in reading. We will continue to issue a school wide math challenge to encourage students to practice reading. The program provides additional data to teachers that can be used in whole or small group to help target intervention of lowest skills.11. Ruby Payne Poverty Training (Framework for Understanding Poverty) Focus on cultural sensitivity and poverty. 12. F.O.S.S.13. Marzano Focused Teacher Evaluation Model: Teachers will learn to establish and communicate learning goals, track student progress, and celebrate success. Students will also learn about various instructional and collaborative strategies that will engage students in rigorous learning using critical thinking skills.? RtI and Special Education Modification: is a multi-tier approach to the early identification and support of students with academic and behavior needs. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.2. Ongoing follow-up will be performed through TLE observations and classroom walkthroughs, PLC and staff meeting discussion, and professional development surveys. Administration, PAR and teachers will discuss the results and additional support that may be needed in individual meetings, PLC meetings and/or staff 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. (1021 of 5000 maximum characters used)

Recruitment:Contact is made with a colleges and universities throughout the state of Oklahoma as well as neighboring states in an effort to recruit highly-qualified candidates. We also participate in the OKCPS job fair in the spring.Retention:Assigning First Year and new teachers with a Lead TeacherAssigning all First Year teachers to Lead Mentor Teacher for mentoring and training. (Literacy, Math, Social Studies)Providing professional development opportunities that are aligned to the needs of new teachers as well as planned throughout the year to meet the needs of our teachers and students.The school leadership posts open positions on the district website and attends the district job fairs. He reaches out to local colleges to attract highly qualified and highly effective teachers. Group interviews are utilized to gain teacher/peer perspective on qualified applicants. Instructional Coaches, Lead Mentor, ELA and Math Teachers are utilized to provide support to new teachers and build their skills.

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. (2476 of 5000 maximum characters used)

Parent/Teacher/Student surveys are collected throughout the year and this information is used to drive activities within the building. We utilize our PTA to create meaningful community building activities throughout the school year. (T-shirt drive, Valentine's dance, Turkey Bingo)Parents will be involved in various activities throughout the year. Some things planned are:Parent grade level meetings: Teachers will be able to share academic expectations and information regarding assessment tools as well as activities that would be appropriate to do at home to enrich their child's learning.School-wide Academic Nights: We will have school-wide parent involvement nights each quarter (i.e. Parent Power Meeting, Reading Night, Math Night, Test Prep, etc.). Teachers will share strategies and activities that can be used at home with the students to help their child with reading, math and prepare for testing that will come up in the spring.Parents will be invited through school flyers, classroom newsletters, and through our automated calling system. Evaluation of all meetings effectiveness will be made by reviewing the Sign-in documentation for parent participation.Parents will be provided with information about their child's academic achievement and the expectations of the parent and students through the following:? Parent Compact: handed out and signed upon enrollment? School Newsletters: will mention our goals and expectations for our students. The newsletter will go out monthly and will show our goals and mission with each issue.? Class Newsletters: Weekly newsletters distributed by the classroom teacher. They will provide what skills are being taught that week and how parents can help at home.? Progress reports: distributed mid-quarter, four times a year.? Report Cards: distributed quarterly? Infinite Campus: Parents will receive information on how they can review their child's progress by looking at grades in Infinite Campus.Parent CommunicationsDate(s) Distribution and/or Meeting HeldAnnual Title I Parent MeetingAugust 11, 2015Parent CompactJuly 2017 (ongoing; in Enrollment Packet)Parent PolicyJuly 2017 (ongoing; in Enrollment Packet)District PolicyAugust 2017Parents' Right To KnowAugust 2017Parent communications must be done in a way that is easily understood by parents. Does the school provide parent notifications in more than one language?Yes. We have some Hispanic families and it is provided as needed.

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. (2864 of 5000 maximum characters used)

Inside the school: Vertical planning during select faculty meetings throughout the year for each grade level to meet with the teacher who teach at the grade level above theirs. The third grade teachers make plans to visit the classrooms of the second graders and talk with them and also give mini lessons to show what class will be like. Fifth grade teachers do the same with 4th grade classes. So on and so forth.The Principal and Counselor Hepburn of Rogers Middle School supports our 5th graders with the district online student course registration for incoming 5th graders from Spencer Elementary. Also, Ms. Hepburn assists Spencer Elementary School 5th graders with the OKPCS Middle School Academic Planning Guide. Our 5th grade teachers, Icoach, and students load a bus and go to Rogers middle School during the spring of each year in preparation of their big move to middle school.Outside of the school: Star Spencer Feeder Pattern administrators meet monthly to create smooth transitions to Rogers Middle School for our students as they move from 5th grade to 6th grade. We like for the community to be aware of ways that they can help in making the transitions smoother for the students as well. All stakeholders have input. Community advocates, barbershop owners, community members, parents, several churches in the Spencer & Green Pastures area, OKCPS ILD, and others. Pre-K Transition: (Vertical within our school) We have been working in conjunction with the pre-k teachers and the kindergarten teachers all year. Pre-K students transitioning to kindergarten and very familiar with the kindergarten teacher. They have been eating with them, having recess together, and even visiting the classrooms occasional. Many of the parents of Pre-K students have already met the kindergarten teachers at our school. Pre-K and kindergarten teachers have already made an effort to establish a relationship with each other. We would like to provide parents of pre-K students the opportunity of connect with our kindergarten teachers all year prior to SY2018-2019.5th Grade Transition: We have been working in conjunction with the Administration at Rogers Middle School to support the transition of 5th students transitioning over to 6th grade. Administrators and teachers from our school visited with Rogers Middle School Staff throughout the year in an effort to establish a relationship with teachers, students and parents as well. We have also worked with Rogers Middle School counselors and administrators so that our 6th graders have a smooth transition from elementary school to middle school. Our 5th graders will take a field trip over to the middle school. We would like to expand that this year but helping our students look at alternative middle schools (i.e. Belle Isle, KIPP, Independence) that would meet their academic needs.

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. (1263 of 5000 maximum characters used)

Weekly team meetings occur where common assessment data is monitored. The Instructional Coach meets with this group once a month to provide professional development in data analysis and planning. The principal also meets with them once a month to discuss student achievement. Vertical teams meet once a quarter to monitor and discuss student achievement, provide feedback and adjust learning maps. Vertical teams consist of the Lead Mentor, ELA and Math Teachers to provide insight and additional training in using the determined assessments. District training opportunities are also provided. Spencer Elementary uses several ways to assess student needs. We us ELQA, Fountas & Pinnell Reading Assessments. Teachers are given extra training through weekly PLC meetings which are conducted by outside educational consulting group as well as OKCPS TLE coordinator. Data meetings are held weekly and teachers come to terms with how they must adjust their instruction based on the data before them. This sometimes reveals the need to start the RTI process for some students, while on the other hand offering more rigorous work for others. Teachers are taught to find ways to engage their students by helping them really interact with the new content.

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. (1606 of 5000 maximum characters used)

Students' achievement and progress is closely monitored by both the classroom teacher, horizontal planning team and the principal. Students are provided with multiple levels of reading instruction depending on their ability and not their current grade level. The fifth grade level their kids into high and low reading and math groups to better address their students' individual and group needs. Quality research based technology is utilized to better engage student achievement and performance. Students performing under the proficiency level are provided individual and small group instruction to build skills that are lacking. Great Expectations practices and PBIS are utilized in the building to address student behavior and attention. Communication with the parent is a key factor. Student instruction is driven by the data. At any time a Spencer Elementary teacher recognizes that a student is struggling, she will start RTI. During the different teirs, data will be collected an the work modified as needed. The teacher will continue to give weekly classroom assessments s well as the Fountas and Pinnell reading assessments. Our SPED teacher is serving as our RTI coordinator and will give several in-services throughout the year. She will work with the teacher to see if more serious work is needed for the student. The student may need to be tested to see if the student needs to be referred for testing. For students needing help with behavioral issues, the academic team will create a BIP. All staff members who work with the student will need to

have a current copy of the BIP.

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:	10/3/2017
LEA Data Entry	
LEA Administrator submitted the application to OSDE on:	10/3/2017
Program Review completed on:	10/13/2017
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

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Requested Print Jobs

Requested by Terry Fraley on 11/7/2017 12:59:43 PM

Completed Print Jobs