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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - E2 - 0780 STAR SPENCER HS - Priority

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

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Schoolwide Plan

Plan submission due dates:

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

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

Legislation:

ESSA, Section 1114

Regulations:

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

OSDE

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

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

Name of Site Principal

Person Completing Plan

Name

Constituent Group

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Needs Assessment Steps 2-6

Step 2: Clarify Vision for Reform

Prior to collecting and analyzing data, the planning team in conjunction with the school staff should meet and discuss the vision for reform. The collective vision should define student success. The goals and programs identified in the Schoolwide/School Improvement Plan should align with this vision. Funds should be used based on assessment of needs and aligned with measurable goals.

Oklahoma Nine Essential Elements, #7, #9

Describe school's vision for reform. (918 of 2000 maximum characters used)

Star Spencer reform vision is for all students to be college and career ready and capable of performing in a rigorous course of study. More emphasis must be placed on the inclusion model of instruction in order to expose special needs student to a rigorous curriculum. As a result, each core area will be assigned an inclusion teacher in order to better meet the needs of students. In addition, Star Spencer will increase rigor by providing more advanced placement offerings and number students in advanced placement courses for students needing additional classroom challenges. In order to develop teacher effectiveness, Star Spencer will use an Instructional Coach to assist teachers with student engagement, rigorous and effective lesson plans, pacing, response to intervention, job-embedded professional development, and assessment alignment. Teachers will use pre and post assessments to drive instruction.

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. (1519 of 2000 maximum characters used)

Star Spencer is a comprehensive high school that is part of Oklahoma City Public Schools. Star Spencer currently serves approximately 350 students. The population of IEP students is approximately 28% of the total student population. Star Spencer is 100% free or reduced lunch. Current challenges for Star Spencer would include reading and comprehension and academic vocabulary. In addition, students tend to struggle with foundational skills necessary to be successful in math such as positive and negative integers and fractions. Professional development needs include data tracking and interpretation in addition to increasing classroom rigor. Another area of growth is the development of effective intervention strategies. Curriculum and instructional needs include assessment alignment to standards/blue prints and effective school-wide implementation of the workshop model. Parental and community outreach has improved. Outreach activities include Freshmen Super Saturday, Sophomore Success, Junior JAAM, and Senior Night as transitional services. Additional outreach activities include fall and spring conference days, open house, AP Night, Taste of Spencer, and GEAR UP Parent Leadership Academy. Star Spencer is a Learner First school that gains input as to school improvement by means of the change team. This team developed an action plan to implement to increase parental involvement, improve school culture and climate, establish partnerships, and increase students' feeling of belonging.

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. (233 of 2000 maximum characters used)

Current data points of Star Spencer include EOI trend data, ACT, OCCT, PSAT, benchmarks, common formative assessments, quarterly attendance, discipline data, graduation rates, drop out rate, EOS student surveys, and parental surveys.

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. (665 of 2000 maximum characters used)

Benchmark data and common formative data is used to identify students in need of remediation and tutorials provided during Shine Time and intersession. EOI scores are used to identify individuals on and off track for graduation based on requirements. Those that are off track are encouraged to attend intersession. PSAT data is used to provide students an additional means of alternative test for EOI as well as help establish an AP tack within the school. Attendance and discipline data are used to identify areas of strengths and weaknesses in order to improve both attendance and discipline. Collection of data occurs by means of PLCs and quarterly reports.

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.

(43 of 5000 maximum characters used)

515 funds are not combined with other funds

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 (2851 of 5000 maximum characters used)

Star Spencer uses the workshop model of instruction as the means for delivery of instruction. The workshop model consists of an opening (anticipatory set, learning goals, direct instruction), work time (guided practice), and closure (checking for understanding). This model provides students more time to interact concepts and skills necessary to increase understanding. During the work time, the teacher facilitates the learning versus lecture format. In addition, teachers are encouraged to incorporate more active engagement in class versus passive. Administrative walk-throughs and evaluations are conducted to provide teachers with feedback as to lesson effectiveness. Data collected include results from walk-throughs, common formative assessments, summative assessments, and benchmark data. Star Spencer utilizes common language within the school to address instructional protocols such as Daily Lesson Focus (DLF). Each teacher must post the DLF along with the learning goal. The DLF is worded in the form of a question that students should be able to answer by the close of the class. In addition, more emphasis has been placed on academic scales. Professional development is job-embedded in order to assist teachers meeting the needs of students via academic standards. Teachers collaborate during departmental PLCs. Time is allotted for teachers to meet to discuss student achievement and curriculum pacing. The OKCPS district provides pacing guides that assist teachers in mapping out the content and the duration of time needed to instruct the content. Student gain knowledge of OAS by means of learning goals which are also posted in the classroom. Extended learning time include after school tutorials, Leadership Training (a course designed to address academic and social intervention), and intersession. Intersession students are given a pre and post-test to measure potential growth and effectiveness of response to intervention. Assessments used to monitor student achievement include common formative assessments, benchmarks, and summative assessments. The results are used in PLCs to mold lesson plans. All students are included in school wide interventions and assessments. Technology integration include the use of Chrome books, interactive SMART boards, smart response systems, Mastery Connect, Achieve 3000, Khan Academy and document cameras. The use of technology provides students with active engagement activities that helps increase student motivation which will increase overall student achievement. Supplementary materials include Mastery Connect, and released test items. Achieve 3000 is used to increase literacy and Khan Academy is available for a variety of subjects including post-secondary curriculum. 515 funds are used for after school tutoring, AVID conference, classroom supplies, chromebooks, PLC PD meetings

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. (335 of 5000 maximum characters used)

Teachers and paraprofessional personnel will be highly qualified by providing proof of certification, proof of bachelor's degree (teachers), and proof of completion of required college course hours (paraprofessional). In addition, parents will be notified in the event that an employee is not highly qualified via notification letter.

Monitoring/Compliance Documentation

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

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

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

Oklahoma Nine Essential Elements, #6

Guiding Questions

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

School Improvement - required for sites in designation

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

Based on the comprehensive needs assessment, describe the focus of the school's professional development plan. (1006 of 5000 maximum characters used)

Based on the needs of Star Spencer High, professional development will be offered in the areas of data analyzing, data interpretation, using data to drive instruction, developing effective accommodations and modifications for IEP students, increasing classroom rigor, and effective classroom management strategies. Teacher surveys will be used to gage the professional development needs. In addition, classroom observation data will be reviewed to determine

necessary professional development based on classroom visitations. This professional development maybe whole staff or targeted to individual teacher. The instructional coach will be able to provide one on one supports for individual teachers. Star Spencer will continue to use GEAR UP for the promise as a means to provide ongoing professional development for staff members. In addition, embedded professional development will be offered to staff by means of Teacher Cafe, Faculty Meeting, PLCs, and off-site professional development opportunities.

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. (1182 of 5000 maximum characters used)

TLE Teacher Guidelines will be followed when evaluating certified staff. Teachers will be placed on a Plan of Improvement that fall below a TLE department determined overall rating. Administrators will perform daily walk-throughs and learning walks. Star Spencer will participate in the district Job Fair and the internal Job Fair; in addition to utilize the district's website and social media outlets to recruit new teachers. Professional Development will be available on a monthly basis through after-school PLCs and faculty meetings. In addition, the district provides pre-school and mid-year in-service days for the schools to host an on-site professional development as well as paid professional development opportunities during the intersession period at Fall and Winter Breaks. Star Spencer will have 1 hour PLCs twice a month for certified staff in the core subjects of Social Studies, Science, Math and English; one day per month will be a paid professional development PLC through Title I funding. Oklahoma City Public School requires that each site identify a mentor teacher; this individual is used to assist new teachers to the building and the teaching profession.

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. (1486 of 5000 maximum characters used)

The Leadership has been and will continue to be the vehicle to develop strategies to engage parents and community members. Communication to parents will consist of automated call notifications, mailed letters, and marquee announcements. Star Spencer will also use social media as a means to communicate with stakeholders. Star Spencer will promote all outreach events by the previously mentioned modes. Surveys will be used to determine the effectiveness and future needs of parents and other stakeholders. Teachers will provide a course syllabus to students and parents outlining course standards and requirements. Parent conferences will be conducted at least twice a year (once in fall and spring). Parents will be informed of the school's Title I plan during Open House. Each outreach activity will have an opportunity for parents to sign up for PTA and other school committees. The Spencer Learning Community was developed during the 2nd semester of the 2016-2017 school year with the focus on providing resources for the Spencer community. The Spencer Learning Community consist of the Spencer Feeder pattern schools' principals, OKCPS district staff, member of surrounding businesses and churches. In addition, Star Spencer has a Parent Resource Room entitled the Bobcat Lair. The Bobcat Lair's purpose is to provide parents an opportunity to access computers and get a variety of information (i.e. scholarship/grant information, job information, parent education resources, etc.)

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.

 no file selected

Uploaded Files:

[2017 Title I parent meeting-20170919110412-76382.pdf](#)

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. (2552 of 5000 maximum characters used)

Student transition strategies include Freshmen Super Saturday which is conducted the Saturday before the first day of school. This transition engagement gives incoming freshmen an overview of academic requirements, course offerings, graduation requirements, school tour, and an opportunity to modify or change class schedule. In addition, staff will collaborate with Rogers Middle School throughout the school year to provide opportunities for incoming eighth graders to experience programs and activities at Star Spencer. Sophomore Success is a transitional activity to inform parents of current academic progress of students as well as explore college and career options. In addition, Sophomore Success provides an additional opportunity for parents to sign up and complete applications for Oklahoma's Promise. Junior JAAM is similar to Sophomore Success but focuses on information Juniors need to transition to their Senior year. Senior Exit interviews are conducted with parents in order to identify graduation requirements as well as discuss post high school plans. The school counselor is instrumental in the process by providing the academic information for necessary for parents to make informed decisions. Star Spencer will continue to promote the partnership with Rose State College. Concurrent classes will be offered at Star Spencer through Rose State for students that qualify. In addition, the counselor will work with Rose State personnel to qualify student for Ticket to Rose, a college tuition waiver for Star Spencer students. Instructionally, teachers work to transition students to next level course by providing transitional lessons during the end of the school year. Teachers collaborate and identify skills that students need to be exposed to in order to be successful. Title I funds were used to bring in an additional Counselor, bring the total number of Counselors to two. One counselor will be assisted to the 9th and 10th grade students and the focus will be creating a good transition to high school and building a solid foundation for High School success. One of the goals is the get 100% of the students to apply for Oklahoma's Promise by the end of their Sophomore year. The other counselor will have a focus on the 11th and 12th grade students and preparing them for transition to either college/post-secondary education system or into the work force; with goals that include all students completing their FAFSA application, taking a college entrance exams, and applying to a minimum of three (3) colleges/universities.

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. (1241 of 5000 maximum characters used)

The S.W.O.T Team will analyze all assessment data, behavioral data and teacher needs assessment survey data. Professional Development plans will be developed by the S.W.O.T team and provided to the remainder of the faculty during bi-monthly PLC meetings. Teachers are able to provide input in the decision making process of assessments and data collection and analysis by means of PLC collaboration. Teachers develop and analyze results from formative and summative assessments in order to drive instruction and develop intervention strategies for students. Each department will conduct a data review during faculty meeting to demonstrate areas of strengths and weaknesses to the entire staff. Teachers will also create data walls in order to track student achievement. Professional development will be provided in data tracking, data analyzing, and building rigorous assessments. The S.W.O.T team, which includes subject-area department chairs, will have access to all district assessment data and will need to desegregate the data and identify the strengths, weaknesses, opportunities and threats. The Instructional Coach will play a major role in developing teaching strategies to increase student engagement and rigor in the classroom.

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. (1591 of 5000 maximum characters used)

Star Spencer has developed a three-tiered Pyramid of Interventions which focuses on Academic and Behavior interventions. Star Spencer will have a Leadership Training period with will focus on academic and social intervention. Star Spencer will implement a binder systems to aid in the development of organization skills of its students. Each student binder will be equipped with 10 dividers with tabs, a pencil pouch (containing highlighter, pencils, pens and erasers), and notebook paper. The tabs will represent the 7 class periods, the student handbook, schedules/calendars, and Academic/Behavior Tracking sheets. The behavior and academic tracking sheet will be completed on a daily basis to remind students of assignments they need to complete. Leadership Training curriculum will consist of AVID learning strategies, character education, Achieve 3000, Khan Academy as well as providing time for students to complete assignments or study. Star Spencer will have an addition Guidance Counselor to assist with academic and behavior interventions. With the addition of a counselor, Star Spencer is able to assign a counselor to 9th/10th grades and the other to 11th/12th grades; this split will allow the counselors to focus on the transitions of students coming into high school and leaving high school. The S.W.O.T will meet on a daily basis to discuss instructional and operational practices of the building with one day focused on Behavioral data and another focused on Academic data. After school tutoring will be provide for students

two days a week; transportation will be provided.

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 submitted the application for review on:	10/3/2017
LEA Administrator submitted the application to OSDE on:	10/3/2017
Program Review completed on:	10/4/2017
Final Review completed on:	10/5/2017

Selectable Application Print

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

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

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

Request Print Job

Schoolwide

Request Print

Requested Print Jobs

Requested by Terry Fraley on 11/7/2017 12:45:01 PM

Completed Print Jobs