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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - B8 - 0530 WEBSTER MS - Priority

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

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Schoolwide Plan

Plan submission due dates:	Non-Designated Title I Schools - May 1, 2018
	School Improvement Designated Sites - October 1, 2017
Program:	Title I, Schoolwide Plan/School Improvement Plan
Purpose:	A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.
Legislation:	ESSA, Section 1114
Regulations:	Designing Schoolwide Programs, Non-regulatory Guidance, March 2006
	LEA and School Improvement, Non-regulatory Guidance, June 2006

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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	Scot McAdoo
Person Completing Plan	Scot McAdoo

Name	Scot McAdoo
Constituent Group	Principals

Name	Michael Frazier
Constituent Group	Principals

Name	Victoria Echols
Constituent Group	Principals

Name	Kathleen Kester
Constituent Group	Teachers

Name	April Ibarra
Constituent Group	Parents

Name	Brian Kennedy
Constituent Group	Teachers

Name	Karen Sleigh

Constituent Group	Teachers
Name	Barrie Divilbiss
Constituent Group	Teachers
Name	Jamie Cuellar
Constituent Group	Parents
Name	Kristina Dicks
Constituent Group	Teachers
Name	Eric Schellenger
Constituent Group	Administrators

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. (1216 of 2000 maximum characters used)

The vision for reform for Webster Middle Schools starts with creating a culture that accepts students at their current capacity, while putting in place the expectation of growth. Growth at Webster will be calculated in many different areas: Instruction, Learning, Behavioral, and Character. Growth in the instructional capacity of teachers will happen with the addition of the Instructional Coach. The I-Coach will facilitate and improve upon current PLC practices while implementing the districts instructional improvements at the site level. Student learning will greatly be impacted by the alignment of district instructional practices through the PLC process. All content areas will be a focus for the Instructional Coach and developing and implementing the feedback loop will be essential to our instructional success. Behavioral growth will occur using the Capturing Kids Hearts classroom model. As Webster begins implementing the CKH model negative behavior will decrease. Character will be developed through the use of the Teen Leadership model developed by Capturing Kids Hearts. The vision of this reform is to provide our students with the skills necessary to productive at the high school level.

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. (1409 of 2000 maximum characters used)

Webster's current status is a priority school with the State Department of Education. The priority status is a result of Webster's failing grade on the school report card. Currently Webster's Performance index reads as followed: Reading 48, Mathematics/Algebra 1 52, Science 27, Social Studies/Geography/US History 38, making an overall Performance Index of 43. Overall student growth was stronger with a Performance Index of 63 in Reading and 67 in Math. Bottom quartile student growth topped at 56 in Reading, 60 in Math giving an overall final grade of 56. In assessment of student achievement growth, Webster's goal was to increase all core areas by 10%. Continuing and refining the PLC process has increased student achievement by ensuring that curriculum is consistent both horizontally and vertically. The PLC process has allowed us to provide constant and ongoing professional development which meets the needs of our current staff. Approximately 50% of Webster's staff are 1st, 2nd, or 3rd year teachers many of whom are alternatively or emergency certified. Webster has started the process of becoming a PBIS school. We have introduced common area expectations in all areas outside the classroom and will be trained using the Capturing Kids Hearts classroom model starting in June. Webster expects to see a 20% reduction in the number of referrals by the end of the current school year.

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. (1138 of 2000 maximum characters used)

The academic data is gathered through Mastery Connect to look at common formative assessments. PLC's in each core subject area gather this information every time an assessment is given. These results are used in conjunction with district benchmark test results to show growth and adjust classroom instruction to achieve skill mastery. The planning team will look at results from spring benchmarks to assess progress from common formative assessments

and then use those results along with OCCT scores to look at skill mastery in each core subject. Reports for student attendance and suspensions were run to look at a comparison of each quarter this year and to adjust our faculty's focus on getting students more time in the classroom through incentives and behavior interventions. Student surveys were given to give a baseline of student's sense of belonging and the school culture through a student's eyes. This point of view allows students to have a voice and gives teachers a different perspective on the school culture. Parent surveys will be completed to provide a community engagement loop including as many stakeholders as we can.

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. (1971 of 2000 maximum characters used)

Administrators and counselors review student grades and OCCT data for all incoming students and current 7th grade students to determine placement into academic achievement classes aimed at closing instructional gaps. Teachers will be required to meet with their department PLC three times a week and grade level PLC two times a week. Department PLC time will be used to align curriculum vertically and horizontally. Department PLCs will also use this time to develop unit plans, pacing guides and scaffolding lessons, needed remediation, and common assessments. Data received from these common assessments (Mastery Connect, classroom formative assessment, and MAP assessment for the Summit team) will be used to determine areas of weakness and strength. Students are identified by skill from CFAs for targeted interventions such as POWER Time, after school tutoring, and Saturday school. Grade level team PLC time will be used to target students on the team needing additional instruction. The results of the data analysis for OCCT tests and benchmark tests will be compiled in a school data review to be presented to district office and community stakeholders in the fall. Teachers will also differentiate lessons and provide IEP modifications to meet the needs of all students including special education and ELL students. ELD Shelter teams will target interventions for our newcomer population to increase success in core classes. Shelter team professional development will be offered throughout the school year to provide tools and resources for these teams. All teachers will be highly qualified in their curriculum area and will be provided with the technology and resources needed to create engaging lessons. Student and teacher attendance is also an identified weakness. Various incentives will be offered to encourage improved attendance. Teacher incentives include teacher parking spaces, free teacher supplies, etc. Student incentives include free dress

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.

(14 of 5000 maximum characters used)

Not Applicable

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 (4996 of 5000 maximum characters used)

Reform StrategiesScientifically Based Research Strategies-All teachers have been trained in the Marzano model for effective teaching. Teachers are encouraged increase rigor and use a variety of instructional methods to meet the needs of all students. Teachers are used to differentiate instruction for all learners both following student IEPs and making modifications for ELD students. When assessing the effectiveness of instructional strategies teacher utilize both formative and summative assessment. Teachers use bellwork activities, exit tickets, to help assess individual progress in the classroom. All teachers align lessons/units to state standards and those standards are posted in their rooms as daily objectives in student friendly language. All teachers are encouraged to attend professional development to stay current with content, effective learning practices and classroom management to ensure classroom success and student growth.Curriculum Alignment- All teachers base their instruction on the current Oklahoma State standards for their subject and have been provided with pacing guides for their content by the District curriculum department. Teachers break down those standards into student friendly language and list those objectives daily in their classrooms. Teachers meet three times a week to collaborate both horizontally and vertically to provide for easier transitions between subjects and grade levels. Curriculum maps are used for each subject area to insure that all standards are taught throughout the year and to make sure that grade level adjustments are made to increase the level of rigor for each standard as well.Extended Learning Time- We will continue to utilize Title I funds to support a variety of extended learning opportunities for our students. These include after-school tutoring, intercessions, Saturday School and our in-school intervention time (POWER Time). Teams meet twice a week to choose students who could benefit from having further assistance and then are either invited (Intercession) or assigned (POWER Time, Saturday School) to these opportunities. Those teachers that are involved in intersession meet with their subject area teachers to plan lesson/activities to reinforce areas of weakness. All other types of intervention involve the regular teacher and that teacher uses assessment data to reinforce areas of weakness. Saturday school is provided twice monthly to help students stay caught up with their classwork. After school tutoring is provided three days a week beginning in September to help students continue working on skill specific deficiencies. Buses will provide transportation for students in order to maximize the effectiveness of the after school tutoring program. Assessment- Webster uses both district benchmarks and common assessments created by departments to administer to students. Departments meet three times a week with at least one of those days designed to review data to determine strengths and weaknesses. Teachers then use that data to reinforce those areas of weakness or enrich areas of strength. Data is also used by teams to place students into a POWER Time rotation for those needing extra help with a specific content area. Our Power Time is designed to help those students and bring them up to a proficient level.Technology- Webster has a wide variety of technology options. We will continue to leverage Title I funds to purchase additional Chromebooks/cart Smartboard & projector in support of technology rich instructional programs. These devices are being used in the classroom to support the implementation of research based reform strategies focused on targeted student groups.Positive Culture - The Webster staff will be implementing the HERO Behavior Management system beginning in the Fall-17. This system supports our implementation of components of PBIS and Capturing Kids Hearts. The system will utilize a token economy system that provides students opportunities to receive positive reinforcement for meeting school expectations. Data will be analyzed from the system and presented in student led team meetings throughout the year.Achieve 3000 - Literacy will be a focus for Webster this school year. It will be used on a biweekly basis initially in ELA and Social Studies with an ultimate goal of use in all four core areas. The focus of this tool will be on increases in Lexile levels for all students, and development of cognitive skills associated with the 21st Century Learning. Data will be collected from Achieve 3000 and leveraged for discussions in PLC about student development in identified areas of critical need.Brainpop - This software will be used to support the curriculum in our new Summit Personalized Learning Program. The goal of this program will focus on three components: personalized content learning, project based learning, and meSmartBoard accessories - funds will be allocated for maintenance of all classroom Smartboards.

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. (901 of 5000 maximum characters used)

All Teachers and paraprofessionals at Webster Middle School are highly qualified. The process to ensure teachers are highly qualified is conducted through the district office. OKCPS teacher contracts take into account teachers level of education. Teachers with advanced degrees and/or National Board certified are paid accordingly. During our annual Title 1 parent meetings Webster notified parents of their right to request information regarding the qualifications of highly qualified teachers and paraprofessionals. A template was created to notify parents when that their students are taught by a non-highly qualified teacher more than four weeks. Letters were sent to parents of these students as we had a 8th grade Language Arts teachers awaiting certification completion as an out of state teacher transfer. A data chart was created and displayed to notify constituents of degrees earned.

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. (2004 of 5000 maximum characters used)

Professional DevelopmentThe Administration determines professional development based on needs of students/teachers to ensure academic success. 511 funds will be used to hire an instructional coach to develop and support professional development opportunities for the staff. These opportunities will be aligned and targeted to our site wide, subject area, and individual learning goals. The instructional coach will develop and lead the Webster staff through a

job embedded PD opportunity utilizing research by Carol Dweck. This program will focus on a review of research that focuses on Growth Mindset and will be supported by handbooks and teacher books used in a guided study. All teachers are encouraged to not only attend professional development offered by the school and district but other opportunities provided outside the district. Funds in our 511 budget will be used to build capacity of new staff in the Capturing Kids Hearts program and focus on sustaining core elements of that program.After teachers have attended a professional development they are asked to share with the staff what they learned and best practices through department meetings, team meetings or staff meetings. Teachers that attend professional development during the school day are asked to arrange their absence as early as possible on AESOP to ensure that they have a sub for the day they are gone. Teachers are encouraged to utilize the best practices in their classrooms and share with other teachers. Webster will develop a Lead Mentor Teacher program to support new teachers throughout the year.Job embedded remedial specialists and counselor works with students will be funded this year with Title I funds. Teacher stipends and lead mentor stipends will be offered in support of ongoing professional development. iCoach is also a job embedded position that works directly with teachers as one of the strategies we will utilize to help grow our teachers. This position will be funded with Title I funds

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. (1865 of 5000 maximum characters used)

Teacher Recruitment/RetentionRecruitment- Administrators attend job fairs to recruit teachers and hold interviews with potential candidates. Potential candidates are interviewed by a committee made up of administrators, team leaders and department heads to evaluate candidate's qualities and potential as a staff member. Administrators list all positions and vacancies through district websites and encourage possible candidates to apply for open positions. Retention- All new teachers complete a new teacher orientation both with the district and here at Webster. Administrators met with new teachers before the school year started to discuss the basic information needed as a member of Webster's Staff. All new teachers also met to address more technical issues with a lead technology teacher. That session included introduction to SmartWeb, teacher websites, Google Doc and Drive, Help Desk, Generation Ready, AESOP and more. Each new teacher was assigned a mentor teacher this year. Each new teacher was assigned to a veteran teacher in their subject area. Each teacher (veteran and new) was then asked to meet, at least, monthly to discuss issues that might arise over the year. At the end of the new teachers first year, they are asked to assist new teachers next year since they truly know the struggles of a new teacher and it also helps them become leaders here at Webster.All teachers collaborate daily with each other. In these meeting, teachers are asked to share lessons/activities and teaching strategies that they have used in class. All teachers are invited to attend both the Instructional Leadership, Operational leadership team and Faculty Advisory meetings to have input on school improvement. All teachers are also encouraged to voice opinions both in these meetings, but in staff meeting and through our

administrator's open door policy.

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. (1662 of 5000 maximum characters used)

Paper/toner/ink will be needed for parent communications.At Webster we have several ways we communicate with parents. Information is updated frequently on our school website and school app. Several teachers also have class websites to keep parents up to date. We also utilize the all call system and letters home to notify parents of school activities. Parents are urged to use SmartWeb to keep up on their student's grade and attendance information. Our librarian offers assistance to parents to show them how to use this program at several events, including Open House, Parent Teacher Conferences and more. All teacher hand out syllabuses at the beginning of the year to inform parents of class expectations, content standards and contact information. Parent-Teacher Conferences occur twice a year (Sept and February). We have designed our conference times to make it accessible for all parents. Since we know most parents work during the day, we meet on Thursday evenings and then again on Friday mornings so that we can meet with as many parents as possible. Title 1 meetings are held at the beginning of school to address the concerns and needs specific to a Title 1 school. Our parent liaisons have helped with providing resources, planning activities and gaining feedback from parents. This year all departments will hold subject specific parent universities. The focus of these events is on increasing parent awareness of school goals and essential elements of our core subject areas. Parents/students are encouraged to come to the activities and participated in drawings for prizes. Parent liaisons helped in the planning and attended the event.

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. (1112 of 5000 maximum characters used)

Student Transition-We believe middle school is one of the hardest transitions a student can make, so the most difficult transitions are for incoming 7th graders (coming from elementary environment) and 8th graders preparing to attend high school. Our counselors are wonderful at addressing these issues. Counselors and principals visit elementary schools to discuss these issues and concerns with students before they arrive. Counselors from high school and our counselors work with our 8th grade student body to plan course selections and arrange enrollment in Oklahoma Promise so our students will be successful in high school. This year will be holding an orientation for our incoming 7th graders before the current school year is over. We will be addressing issues that they and their parents will need to know and giving them tours of the building so that they are acclimated to Webster before they attend. To further increase a student's success in transitions periods, our departments and teams meet daily to discuss alignment of standards and strategies from one grade level/subject area to the next.

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. (1353 of 5000 maximum characters used)

Teacher Inclusion in Data DecisionThe Webster staff participate in a variety of data review processes to select goals, identify assessment strategies and analyze data on a routine bases. Each department uses both formative and summative assessment created by both departments and the district to assess levels of understanding. Each department also reviews data and result of remediation to ensure student progress is being made. All teachers meet daily (either in grade level or department) to discuss and analyze student progress and review the effectiveness of created assessments. Teachers are currently using Mastery Connect to help collect data. Mastery Connect is an excellent tool in the collection and analysis of assessment information. Teachers use this information to judge the effectiveness of questions on the test, to comparing question detail with other teachers and also to analyze the proficiency levels of each student. All teachers have data walls in their classrooms to monitor and measure class and student growth on formative and summative assessments. Teachers have students track their individual data, so that the student can take ownership in their own education. The tracking of their own data helps to show the student the areas of strength, weakness and growth. This information is crucial in establishing personal goals

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. (2520 of 5000 maximum characters used)

Student Interventions:All teachers use a wide variety of methods to help engage students in the learning process. Individual work, group activities, peer assistance are among some of the different methods used in classrooms. Teachers have been trained and utilize the RIT and PBIS methods to handle situations that may arise in their classroom. These interventions help keep class management in the hands of the individual teacher and only more serious behaviors are taken care of by the administration. Teachers have received professional development throughout the year, both through school pd, workshops and conferences and our PLC coach to help differentiate instruction to improve student achievement. Students that struggle academically are identified by teams for additional assistance and are assigned to our in school intervention, POWER Time. Core teachers have a rotation schedule that allows teachers to pick students they fell need extra assistance in their subject area. In Power Time student receive extra instruction or remediation in content areas they struggle with and then data is used to evaluate their progress. Webster's Instructional Leadership helps monitor, evaluate and provide suggestions on how to improve both the behavioral and academic strategies that will be implemented during the school year.Intervention Counselor - Title I funds will be used to support a behavior intervention specialist position that focuses specifically on providing targeted behavior interventions for identified

students. This person will collect, and review data for the purpose of identifying trends in student behaviors. Programs will be developed and implemented based on this data. An additional focus will be placed on counseling students that exhibit chronic absenteeism.Supplemental programs and materials: Math/Science STEM supplemental materials will be order.BrainPop , MobyMax, Capturing Kids Hearts and Achieve 3000 will be used to improve student achievement. Funds have been allocated for service and maintenance of projectors and smartboards used to support these programs in the classroom.After school program support will be provided by teachers and support staff. Salaries and benefits will be allocated for teachers providing support in this program. The program will be coordinated by the administration with support from a program secretary. This person will be responsible for administrative tasks associated with the coordination of enrollment and communication to parents.

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:	10/16/2017
LEA Data Entry	
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.

Request Print Job

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Requested by Terry Fraley on 11/7/2017 12:20:30 PM

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