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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - D6 - 0455 WEST NICHOLS HILLS ES

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

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## Schoolwide Plan

**Plan  
submission  
due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

**Program:**

Title I, Schoolwide Plan/School Improvement Plan

**Purpose:**

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

**Legislation:**

ESSA, Section 1114

**Regulations:**

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

**OSDE**

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

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

Name of Site Principal

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Teachers

Name

Constituent Group

Teachers

Name

Constituent Group

Teachers

Name

Heather Mashore

Constituent Group

Parents

## 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. (586 of 2000 maximum characters used)

Vision for reform: Book room with scientifically based content to support guided reading instructional activities and reading libraries. \$19,799.00 Align curriculum with new state content strategies. Provide and instructional coach to align instructional strategies and model best practices school wide. Provide extended learning opportunities for struggling students, such as after school tutoring. Provide parent engagement activities for reading and math. Provide student engagement strategies using GE Mentors. Provide transitional activities such as Smart Start for young parents.

### 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. (1829 of 2000 maximum characters used)

PK-Treasures Reading series K-6th - Guided reading instruction - (new for the coming year.) Everyday Math; 6th Grade McGraw Hill Science: K-5th FOSS Science Kits; 6th Grade iQuest 1st-4th: Social Studies: Harcourt Oklahoma State and Regions PK-6th Grade Science: Foss 5th Grade Social Studies: Harcourt 6th Grade Social Studies: National Geographic Spelling: 6th Grade: Greek and Latin Roots-Learning Works ELL Program: small group and explicit instruction. Supplemental/Enrichment Classroom libraries with appropriate level titles Technology in every classroom, Laptop computers available on portable carts for classroom use, 25 unit Computer Lab Weekly Reader- PK-6th Grade Acceleration Strategies for students who are performing above grade level Includes but not limited to small group differentiated instruction that provides stimulating and engaging content Providing enrichment learning material Hands-on, project based learning Collaboration with upper level teachers to provide instructional support for accelerated students Critical Needs a book room will be provided by the title 1 budget to provide scientifically based guided reading materials. The district uses the Teacher Leader Effectiveness model for teacher evaluation and to identify school wide effective instructional practices. Results from the past OCCT show students performed with a 73% proficient rate in reading with an 83% growth rate, a 70% proficient rate in math with an 84% growth rate. Stabilizing and that growth rate by monitoring and recording student engagement, providing differentiated instruction for struggling students as well as providing explicit and systematic instruction through effective instructional practices will be a critical focus. The instructional coach can model effective practices and provide resources.

### 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. (875 of 2000 maximum characters used)

Student Achievement Data OCCT: Criterion Referenced Test Results: for reading, math, (science, and social studies) science and social studies for 5th grade only. District Benchmark Assessments (Reading & Math) Star 360 K-6th - Reading and math assessments given at assigned dates during school year. ELQA-PK assessment School Report Card Data Mini Assessments Chapter and unit assessments Writing assessments Individual and running records Student Report Cards Teacher Data Benchmark Results (Reading & Math) Star 360 (Reading and Math) K-6 ELQA-PK OCCT: Criterion Referenced Tests (Reading & Math) PLC Progressive Intervention Reports Intersession Reports Parent Involvement Data Parent Conference Data Open House Meet the Teacher Night Visitor

**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. (980 of 2000 maximum characters used)

All teachers analyze data provided by Math and Reading ELQA, STAR 360, and Edusoft assessments. Tiered instructional support is then determined by student scores in Reading and Math. Students are then provided additional instructional support according to specific skill areas of low performance. This additional Tiered Support will be provided by Classroom Teacher, Special Education Teacher, Volunteers, ELL Teacher, or appointed team member. All school data reviews - a complete analysis to data assessments, parent engagement activities, parent involvement activities, student discipline reports, student attendance reports, professional development activities, teacher attendance, is presented to the staff as a whole. Grade teams also describe action steps necessary to accelerate students to the new goals and targets developed after analysis of data. In order to assist students in meeting challenging achievement goals, increased instructional time is often necessary.

**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 (2728 of 5000 maximum characters used)

Critical and Essential Needs for 2017-2018 School Year: West Nichols Hills will establish a high quality book/literacy room with essential classroom library, guided reading sets, to serve the needs of all ability levels of our student population. This Literacy/Book Room will be stocked with developmentally appropriate readers and literacy activities to support guided reading strategies. We will have school wide content knowledge and application strategies for presentation, tracking and assessment of the new Literacy and Math State Standards for all students at each grade level. There will be continuous modeling and monitoring best practices for student engagement. Teachers will participate in continuous staff development and sharing of best practices through team meetings, district workshops, and site based instructional coaching. The district has also purchased the Benchmark Literacy Program for all students. PD will be district provided and provided by Lead mentor teachers. Lead Mentors for Math, Reading, Social Studies, Science, and New teachers to our building will be paid \$500 stipend through Title I Funding. Scientifically Based strategies for Reading will utilize the Big 5: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. The instructional content and framework will be supported by the Book/Literacy Room and the classroom libraries which will align instructional supports for classroom. Books will include fiction and non-fiction titles. The assessments used will include small groups, targeted instruction, explicit instruction, teacher made authentic assessments, tiered instruction, ample practice opportunities, and collaborative learning. All student materials will be aligned on various ability levels. To provide additional assessment resources \$2328.00 has allocated to purchase additional Fountas & Pinnell assessment kits. Instructional strategies for Social Studies and current events will be supported by periodicals and student magazines such as Scholastic and social studies weekly - budget allocations for those periodicals 1875.50 - social studies weekly and \$315.00 for weekly PK magazine. G.E.O Spin 3-6 631.21 District assessments include Fountas and Pinnell assessments, performance assessments, Unit Assessments, Chapter Tests, and Fluency Assessments. West Nichols Hills has included technology integration in the school for classroom student engagement. Up grading technology by purchasing Chrome books and carts to hold the chrome books \$33,741, has been allocated for technology engagement. In addition \$1,125.38 has been allocated for technology replacement parts and \$1500 has been allocated for a new smart board in case it is needed.

**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. (962 of 5000 maximum characters used)

All teachers and paraprofessionals hired are identified as highly qualified and are certified in the area in which they are teaching. Certification is reviewed each year through the accreditation process. Parents have been notified regarding highly qualified teachers. Parents are notified yearly at our Title I meeting of teacher qualifications. In order to sustain and keep great teachers, a collaborative environment is developed and supported through team meetings, and Team Building Activities and opportunities. When new teachers come in to our building, mentor teachers provide resources and support necessary so that new teachers are equipped with materials, resources, and support for a successful year. Professional Development title I money is used to pay for GE Stipends (5200), and additional Professional Development (\$1500) to support academic and teaching strategies. These strategies help develop a good rapport and support system among staff.

### 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. (831 of 5000 maximum characters used)

Professional Development title I money is used to pay for GE Stipends (\$5200)+ benefits \$1,664.00) (Lead Mentors (\$1500.00) + benefits (\$480.00), and additional Professional Development to support academic and teaching strategies. These strategies help develop a good rapport and support system among staff. Funding for 2016-17 will be put toward utilizing an instructional coach for one day, in addition to the one day the district will be providing. We will be

using this to enhance on sight and imbedded professional development for staff members, and for teachers to be given strategies to incorporate the New Standards. The focus of professional development is to provide training and instruction in areas of weakness and needs for the staff. Its use is to improve teacher effectiveness and student achievement in all areas.

**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. (1168 of 5000 maximum characters used)

The Administration and teachers are both involved in the interview process and teacher participation in District Job Fairs. Marketing strategies to recruit teachers include school presentation board, informational pamphlet, and continuous community outreach helps recruit highly qualified teachers. Our school has a good rapport with student teachers who have been placed in West Nichols Hills. This is evident by the number of recent graduates applying for open positions. Retaining teachers at West Nichols Hills is done through the Mentor Teacher Program, which will help with new teachers, and teachers who are identified as struggling. We also do peer observations, staff development, continue to create a collegial environment of high expectations, recognition of teaching excellence, and longevity. We also support Higher Education and new opportunities. Collaborative teams are formed to model best practices, professional development, and feedback for growth and development of new or struggling staff. The Lead Mentor Teacher (\$500+ Benefits paid by Title I) will provide new teachers with the ongoing guidance they need to be a highly successful teacher.

### 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. (2117 of 5000 maximum characters used)

Parental Involvement: West Nichols Hills has a great parental involvement. We host a Literacy Night, and Math Night (\$ 1117.51 will be provided by Title I funding) to involve parents and teach them how to extend student learning at home. We provide multiple resources and materials for parents to advance learning through home connections. Parents are given the opportunity to serve on PTA, participate in fund raisers, and allow materials, resources, and equipment to enhance student learning environment. During these events teachers and staff receive a stipend for time spent preparing and implementing each event in the amount of \$3,150 + benefits (1277.45 ). In order to properly advertise each event, prepare materials, and resources for parents additional funds totaling \$1300.00) are allocated for paper, ink, and toner. \$1,986.65 is allocated in the budget for Math, science, and reading resources to support parent and student extended learning. West Nichols Hills partners with the following community establishments who help provide needed resources and materials for a better learning experience: Smart Start (\$584 for books, materials and training sessions) Village Baptist Church All Souls Episcopal Church PTA Thunder Reading Corporation Critter Tails Public Library Lyric Theater Fox 25 Ned Assembly (Student Motivational Speaker) All Star Cooperation Field trips to Community Vendors Parent Volunteers Career Day Events School Involvement: WNH will support the parents through a variety of communicative forms. ROBO Call, Remind 101, Class Newsletters, School Calendar, Informational Flyers, School Functions, Multiple Parent/Teacher Conferences, personal phone calls, District website, PTA Face Book Page, and emails to keep parents informed and up to date on ways to be involved in their child's academic success. West Nichols Hills has a compact defining the teacher's roll, the student's roll, and the parent's roll regarding the child's education. This team works together to provide the best possible education for every child. This compact is provided to parents to sign annually.

### 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. (1893 of 5000 maximum characters used)

Smart Start, an early childhood learning program for children ages birth-3. is provided. This is for young families to integrate in to the public school environment to make transition into preschool a familiar experience.Strategies are used to acclimate students from grade to grade. We give the opportunity for each child to visit the next grade to see what it is like and to ask questions. 5th grade students have the opportunity to visit the feeder middle schools to get enrolled and learn about the requirements of the next school year. Staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement.New students entering the school are assigned a "buddy" to help them meet friends and learn the layout of the classes.Upper grades partner with lower grades to establish connections. On-site Professional Development has helped student success by training teachers to reach all students, regardless of socioeconomic or academic level. We are meeting the needs of individual students through advanced Math and Reading Clubs, and Using intervention methods, and tutoring opportunities to assist struggling students.Middle School counselors are invited to make presentations to ease the tension of entering Middle School. 5th grade parents and students are invited to attend a parent night to discuss expectations and explore middle school opportunities. Students in the 6th grade are given time limits to complete assignments, during the class period, to prepare them for middle school. Students are given lengthy homework assignments and longer reading passages to help them prepare for the more advanced reading passages in 7th grade.The middle school plan offers an after school event where former students come back and share experiences with 5th and 6th grade students. Middle school staff schedules visits with 6th grade students.

### 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. (782 of 5000 maximum characters used)

Teachers receive professional development on how to change instruction to meet the needs of students identified by the data, such as District Reading and Math Assessments, Subject Placement Assessments, and Chapter Assessments, ELQA assessments. We share best practices when we have vertical team meeting where we highlight successes, and have a time where we can model lessons. We look at benchmark data at least quarterly to find trends. Unit tests are given throughout the week as well, to assess mastery of skills. We meet as a whole staff to analyze student data to determine what is working and not working to make adjustments in meeting school goals. District Personnel reviews Data with our staff to assist in ways to use the Data to drive and differentiate instruction.

### 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. (997 of 5000 maximum characters used)

Small group instruction, and data is used to identify what students' needs are. Instruction is data driven, and skills are tailored to their needs as well as instruction being scaffolded to meet their needs. Students are provided with the opportunity to come for before and after school for tutoring. The budget includes \$2100.00 allocated for after school tutoring & \$672.00 for benefits. Intersession is provided for those children who need further instruction Summer academy is made available for students who are in need based on their OCCT testing. Students are monitored and evaluated in these programs by giving mini assessments to constantly monitor and assess their achievements. Small groups change weekly to accommodate the speed and learning style of the students. We determine student gains by repeated monitoring and mini assessments for each skill taught. Student data will be looked at and analyzed to determine effectiveness of teaching strategies and interventions 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 Consistency Check must be successfully processed before you can submit your application.**

Consistency Check

Lock Application

Unlock Application

LEA Data Entry

LEA Administrator

Program Review

Final Review

## 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 12:38:48 PM

### Completed Print Jobs