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Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - D7 - 0460 WESTWOOD 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
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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 | Susan Robertson

Person Completing Plan | Principal

Name | Susan Robertson
Constituent Group | Administrators

Name | Sara George
Constituent Group | Teachers

Name | Kara Cordell
Constituent Group | Teachers

Name | DeWayne Huff
Constituent Group | Teachers

Name | Abby Hernandez
Constituent Group | Teachers

Name | Jean York
Constituent Group | Teachers

Name | Jenifer King

Constituent Group	Teachers
Name	Rick Delp
Constituent Group	Teachers
Name	Amber Lusk
Constituent Group	Teachers

Needs Assessment Steps 2-6

Step 2: Clarify Vision for Reform

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

Oklahoma Nine Essential Elements, #7, #9

Describe school's vision for reform. (1992 of 2000 maximum characters used)

Scientifically Based Research Strategies: Our classrooms are utilizing Great Expectations practices to encourage student learning and positive behavior. All teachers follow the guidelines of Marzano in teaching strategies. We teach using guided reading, which is also supported by scientifically based research. Great Expectations, Marzano, and guided reading and guided math are used to meet student needs. Administration considers these practices when completing observations and looks for objectives posted in student-friendly language. Curriculum Alignment: Westwood is using the curriculum provided by the district which has been aligned with the Oklahoma Academic Standards. Teacher creates pacing guides that are used by grade levels and by interventionists to guarantee all standards are addressed. Part of our professional development includes time for vertical teaming and our weekly planning time allows for horizontal teaming.Extended Learning Time: We have offered Intercession as directed by the district. Tutoring teachers either are from the grade they teach or have collaborated so the teachers from that grade provide appropriate materials.Assessment: STAR 360 Benchmarks are used to monitor student achievement. Scores are used to determine placement of students in intervention groups and instructional groups in the class. Formative grade level assessments are used to determine which learning goals need to be reviewed and retaught.Technology: Teachers use Smart Boards, Document Cameras, student computers, Chrome books, reading programs like MyOn, and other technology to increase student engagement. Westwood will utilize district and state standards and supplement with leveled readers and differentiated instruction. Kindergarten through 5th grade will continue to utilize Guided Reading as identified by our school and district. Our vision for reform is that all students will achieve one year's growth in reading and math by end of year benchmark.

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. (1974 of 2000 maximum characters used)

At Westwood Elementary the process for creating and using a school profile focuses on support for teachers and learning through practices implemented using the Great Expectations Life Principals. We have received Great Expectations Model School Status for two consecutive years. In the upcoming school year, Westwood will use guided reading materials to support reading instruction and will continue to prioritize reading comprehension and vocabulary development by supplementing the guided reading curriculum with MyOn personalized reading. Westwood Elementary's Leadership Team will create a community that develops and empowers teachers by enlisting mentor teachers for support. Teachers at Westwood will create opportunities to engage students in learning by using technology such as Smartboards and projectors. The Leadership Team meets yearly to review the school's Title I Plan, student data and reflect on best practices. Weekly Professional Learning Community meetings are in place as well as vertical team planningThe report card for the state of Oklahoma reflected a performance scale grade of 67 for the 2014-2015 school year. This score is a decline from the 2014 report card scale of an 81 performance scale. This reduction of score can be attributed to the addition of sixth grade and an overall reduction of all areas with the exception of Math. The two subgroups that have been of a central focus are ELL and special education. A result of staff and community surveys indicate the following focus points for improvement. First, both staff and family members desire a continuing emphasis for a team atmosphere between the community and school. All survey results desire a partnership between the school and families. Second, with a reduction of funds we plan on continuing the Parent University Night and Reading Night for instruction. We plan on incorporating two extra nights not identified in our state plan for community relationship development.

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. (553 of 2000 maximum characters used)

School staff at Westwood uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. OKCPS DIST Benchmarks, STAR 360 and Early Literacy 360, Achieve 3000 data, OCCT results, and SMARTWEB Attendance records are examples of data sources utilized and analyzed by teachers at Westwood. Westwood staff works collaboratively with OKCPS DIST leadership to function as a professional learning community and support a climate conducive to high student achievement.

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. (888 of 2000 maximum characters used)

Administrators collect the OCCT data and disaggregate it as it comes in during the summer. Strengths and weaknesses of students, grade levels, and the school as a whole are identified and compiled. These results are then shared with faculty, staff, the School Leadership Team, the school and the PTA board to formulate a plan for improving our instruction. The Campus Leadership develops goals and plans for improvement. These goals are centered around the following areas.1.Effective school-based leadership, 2.2. Student achievement, 3.High-quality instructional practices4.High-quality professional learning5.Family and community engagementImprovement strategies are focused around these r areas as identified by the leadership team. Professional Learning grade level teams focus on weekly and quarterly data to determine needs for students at, on and below grade levels.

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 (2710 of 5000 maximum characters used)

Scientifically Based Research Strategies: Our classrooms are utilizing Great Expectations practices to encourage student learning and positive behavior. All teachers follow the guidelines of Marzano in teaching strategies. We teach using guided reading, which is also supported by scientifically based research. Great Expectations, Marzano, and guided reading and guided math are used to meet student needs. Administration considers these practices when completing observations and looks for objectives posted in student-friendly language. Curriculum Alignment: Westwood is using the curriculum provided by the district which has been aligned with the Oklahoma Academic Standards. Teacher creates pacing guides that are used by grade levels and by interventionists to guarantee all standards are addressed. Part of our professional development includes time for vertical teaming and our weekly planning time allows for horizontal teaming.Extended Learning Time: We have offered Intercession as directed by the district. We have also provided after school tutoring for 3rd, 4th, and 5th grade students for testing preparation. Tutoring teachers either are from the grade they teach or have collaborated so the teachers from that grade provide appropriate materials.Assessment: STAR 360 and Benchmarks Literacy are used to monitor student achievement. Scores are used to determine placement of students in intervention groups and instructional groups in the class. Formative grade level assessments are used to determine which learning goals need to be reviewed and retaught.Technology: Purchases: Teachers and students will utlize Smart Boards, Document Cameras, student computers, Chrome books, reading programs like MyOn and Accelerated Reader, and other technology to increase student engagement. Computer time with these learning programs has been highly effective for student motivation. (Ink, toner and paper will be purchased to support these products and parental outreach efforts)School Improvement: Westwood will utilize district and state standards and supplement with leveled readers and differentiated instruction. Computer assistant will be utilized to support teacher directed lessons geared towards standards and curriculum.Supplemental Programs will be purchased to support classroom instruction such as BrainPop, Mountain Math and MyOn Reading. Supplemental materials for guided reading and guided math will be purchased to support standards based learning in all classrooms. Instructional Coach will be hired to ensure job embedded professional development support for all teachers. Stipends for Lead Mentor, ELA and Math are also included to support classroom teachers.

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. (1195 of 5000 maximum characters used)

1.Are all teachers and paraprofessionals at the school highly qualified? All teaching and support staff are highly qualified as determined by the state department of education.2.Does the school offer incentives for advanced degrees and/or National Board certification? The district has provided incentives for teachers identified with National Board certification. We have one staff member identified.3.Have all parents been notified of their right to request information regarding the qualifications of the highly qualified teachers and paraprofessionals? During our yearly Parent University, parents are notified of the fact that all staff are highly qualified.4.Has a template been created for notifications to parents when students are taught by a non-highly qualified teacher for more than four (4) weeks? We have a letter of notification but have not needed to present it to families.5.Describe the process for ensuring instruction is delivered by Highly Qualifed Teachers (HQT). (508 of 5000 maximum characters used)Our district has process for hiring that does not allow staff to be in place that do not meet qualifications identified by the state department of education.

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. (3411 of 5000 maximum characters used)

1.Has a yearly professional development plan been developed? Were the teachers involved in the decision making? Westwood develops a calendar each year that is a focus for professional development and all things that are the focus for the school. Each teacher identifies a strength they have to share with the staff as a whole and a part of each staff meeting allows to their strengths to be highlighted. We utilize PLC times during the school day to provide imbedded

training to facilitate the focus for the district and school. Our school coach will provide the training needed to support the district and school needs.2.What data sources indicated the need for chosen professional development?Teacher surveys are utilized to determine the focus for the school professional plan. The district initiatives are a continued focus to support the needs of district and school.3.Do all professional development opportunities align with the goals of the schoolwide/school improvement plan? We continue to facilitate the district initiatives with the needs of teachers as they work to meet the needs of the students in our school.4.How is implementation of strategies learned in professional development monitored?We survey staff members twice a year to determine the focus for professional develop strategies. Teachers determine the need for training.5.How are teachers supported and encouraged when implementing strategies learned in professional development? The principal meets with staff individually to develop and encourage the staff teaching the students at our school.6.Are stipends and/or substitutes provided for teachers attending professional development? Teachers are supplied with stipends when training on district initiatives. Embedded training will provide staff with support needed to meet the needs of individual and horizontal teams.7.How has professional development affected instruction? Does the data support this?The staff continually identifies staff developed training as the most effective training utilized in the school.8.What sustaining efforts are in place to support new staff with previously learned professional growth?For the 2016-2017 school year, a staff member will be trained by the district to support the needs of new staff members to the district.9.What focused area(s) of need will be in addressed through professional development in the coming school year?As a reflection of the teacher surveys, the main focus for training will be the new initiatives identified in the district.10.How will staff be supported and encouraged when implementing strategies learned in professional development?The staff is continually encouraged by the administrator to focus on the needs of students. The main source of support lies in the staff support in changing and meeting the needs of students and shifting community.Great Expectations Mentor will be brought in for 2 days to sustain the practices and support teachers in school climate.Professional development books will be purchased for study...best practices and evidence based leadership in classroom strategies that work. Team training will be included for staff ,and a stipend will be paid. Parent Liaison will support year long activities for parents. Parent home notebooks will be purchased. Teachers, support, principal and secretary will be paid stipends for all parent outreach nights.

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. (1250 of 5000 maximum characters used)

Westwood recruits teachers through the district and through a partnership with OCU where college students can gain teaching experience working with our students and potentially become candidates for future positions. New teachers go through our district's orientation process and also our school's professional development at the beginning of the year. They are given time to team with their grade level coworkers and are informed of school policies and practices during staff meetings throughout the year. Westwood provides an atmosphere of fun and family so that teachers here are encouraged to grow and enjoy teaching. During professional development opportunities, new staff members testify the supportive and desirable environment and teamwork they experience at Westwood.The greatest strategy we have in attracting highly qualified teachers is the track record of success we have at Westwood Elementary. Teachers want to teach at a successful school. We are a "Model School" campus as identified by Great Expectations and have met all the expectations identified for this achievement. Finally, when prospective hires know they must meet highly qualified status before being hired that helps our interview team and principal a great deal.

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. (2442 of 5000 maximum characters used)

1. How are parents notified of parent involvement activities?Parents are notified of all parental involvement activities by several means. Flyers are sent home both in English and Spanish. We also do an all call to all parents and we also post it on our school marquee. 2. How often do teachers communicate with parents through phone calls, emails and mailings? How is this communication documented?A Teacher/Parent communication log has been created for every teacher to document when teachers communicate with parents. Teachers also communicate with parents during our Parent Teacher Conference. Teachers also are in charge of dismissing their students every day after school and they quickly communicate with parents on any concerns or questions. 3. Has an annual Title I parent informational meeting been scheduled? How will parents be informed?At the beginning of every school year, we have a Parent University Night for all grade levels. We have a total of three Parent University Nights so we can accommodate all grades. During Parent University Nights, parents are informed of Title I and the expectancy of their children for the academic year. 4. How often are Parent-Teacher conferences scheduled? Are they held at accessible times?The district has 2 Parent-Teacher conferences scheduled throughout the year. Also, if teachers or parents feel a need to talk to each other they will schedule an appointment. 5. How will parents be encouraged to become active learning partners in their student's academic, social/emotional and behavioral development? Information is shared with parents during our annual Parent University Nights. We also have Title I Parental Involvement Nights. Every grade level shares with parents of what is expected from students for the upcoming year. Parents also are presented with educational games which they can use at home with their children. 6. How are the policy and compact distributed to the parents? Updated annually?Compacts are explained to parents during Parent-Teacher conferences. Parents carefully read the compact and sign. 7. What specific training or resources are available for parents on how to help their child academically?Parent University Nights take place at the beginning of every school year. During Parent University Nights, information is handed to parents from each grade level of their expectancy for the year. Procedures are also presented.

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

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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. (681 of 5000 maximum characters used)

Besides the transition between every grade, we focus on the transition between Pre-Kindergarten and Kindergarten and elementary to intermediate. Pre-K teachers work very hard to prepare students and celebrate their graduation and promotion to Kindergarten. 5th and 6th grade students have the opportunity to visit Roosevelt Middle School for a tour and to meet some teachers as a way to prepare for the transition to intermediate school. Teachers use professional development days to team vertically and discuss the standards and curriculum overlaps and gaps. We will be working together to set goals and determine curriculum next year so there is consistency for our 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. (2966 of 5000 maximum characters used)

1.Do teachers receive professional development on the multiple ways to disaggregate data? Teachers are presented with data and it is focus for instruction. A data sheet for each classroom teacher is in place where data is placed and utilized for focus for instruction.2.Do teachers receive professional development on how to change instruction to meet the needs of students identified by the data? In addition, Westwood has an intervention program where all students are grouped with peers with similar needs to receive targeted instruction. Behavioral intervention plans are put in place for any students who have difficulties.3.Are these changes monitored and evaluated for improved student achievement? Daily horizontal teaming provides teachers with opportunity to reflect and determine the focus for improvement of instruction needed as determined by weekly assessments.4.Have teachers been encouraged to hold regular data meetings analyzing student assessments and reviewing student work with other teachers? During PLC times Westwood utilizes an intervention program where all students are grouped with peers with similar needs to receive targeted instruction. Behavioral intervention plans are put in place for any students who have difficulties.5.Has a chart been created showing the types of assessments, the timeline of implementation and the intended purpose? We have a yearly PLC planning tool for each grade level team that has a place for data and reflection to be reflected and then supported to meet the needs of students at, below and above grade.6.Identify the formative and summative assessments that will be used to measure student growth towards proficiency of Oklahoma State standards?As noted in our needs assessment, we utilize STAR reading and math in grades kindergarten to sixth grades. STAR is a norm referenced test the determine grade and norm levels to focus for instruction. We work to support the data reflected on the OCCT state criterion referenced test.7.What steps will be taken to collect and analyze student data from formative/summative assessments?Westwood uses Response to Intervention to track the growth of students who are at risk. Students receive whole group instruction for Tier 1 and additional support for Tier 2 and 3 as needed. 8.How will teachers apply student data to strengthen classroom instruction?Great Expectations Model School and all teachers have received their training to encourage positive behavior and build an atmosphere conducive to learning. All teachers practice differentiated instruction in their classroom through guided reading and guided math. 9.Has a chart been created showing the types of assessments, the timeline of implementation and the intended purpose? We have a yearly PLC planning tool for each grade level team that has a place for data and reflection to be reflected and then supported to meet the needs of students at, below and above grade.

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?

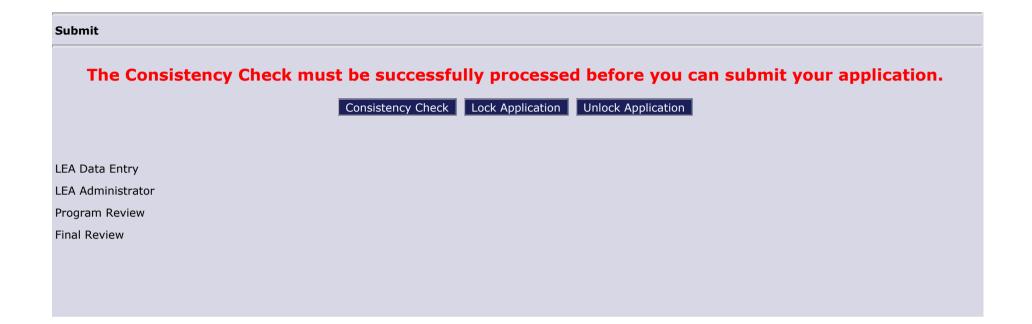*School Improvement - required for sites in designation*

- 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. (2480 of 5000 maximum characters used)

1.What are teachers doing to meet the learning needs of all students in the classroom? As a part of the grade level team meetings, teachers identify the focus for students below, on and above grade levels. We continually work to meet the needs of all students as determined by state, district and teacher developed assessments.2.How will strategies such as Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS) Differentiated Instruction (DI) or flexible grouping being used effectively in the classroom?We make grade level plans that make a weekly focus for reading and math. All teachers including special education and ELL work together to make sure this is a focus for all instruction in the building.3.What training have teachers received on individualized instruction and/or varied instructional strategies? Guided reading and math will be a focus for the district. This is a focus for our school and will support the needs of our staff and students. Peer support training has been developed by the district to support the needs of the students and staff.4.How do students receive additional assistance during the school day? We facilitate a schedule that focuses instruction on the needs of the students in each classroom. Tier 1 one instruction is facilitated by the classroom teacher. Tier 2 instruction is supported by the ELL staff and support staff as well as the regular classroom teacher to meet the needs of these students. Tier 3 is supported with our new comer program as well as with the special

education staff. Response to intervention is assisted with the Tier 3 group by the regular classroom teacher.5.How are students identified for these programs? STARR and EasyCBM scores are utilized to determine which students are served by each staff member.6.How are students monitored and evaluated in these programs? These groups are continually changing to meet the needs of all students.7.What type of documentation is collected to ensure that timely interventions occur for students who are not achieving at a proficient level?RTI data is utilized to determine a focus for intervention. All groups support the focus for RTI.8.What steps will be taken for identifying students for academic and behavioral interventions?A Behavior Intervention Plan is utilized to determine the focus for students with behavior issues. All school support personnel are utilized to support the needs of these students.

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

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