eGrant Management System

Printed Copy of Application

Applicant:	55-I089 OKLAHOMA CITY
Application:	2017-2018 Schoolwide Plan - D4 - 0465 WHEELER ES - Priority
Project Period:	7/1/2017 - 6/30/2018
Cycle:	Original Application
Date Generated:	11/7/2017 1:07:45 PM
Generated By:	13653

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 Contacts:	Debbie Pham, Program Specialist Email: Debbie.Pham@sde.ok.gov Phone: 405-522-1929
	Shelly Ellis, Executive Director Email: Shelly.Ellis@sde.ok.gov Phone: 405-522-3263

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	Deserae Jackson
Person Completing Plan	Deserae Jackson

Name	Deserae Jackson
Constituent Group	Principals

Name	Abigail Clayton
Constituent Group	Teachers

Name	Kimberly Myers
Constituent Group	Teachers

Name	Ralene Sarrington
Constituent Group	Teachers

Name	Lisa Ummel-Ingram
Constituent Group	Teachers

Name	Amy Ohlheiser
Constituent Group	Principals

Name	Brittany Pelfrey

| 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. (1023 of 2000 maximum characters used)

1.Student success at Wheeler is defined in different ways. First, all students will show growth of at least one year in reading and math. Second, 60% of students will be on grade level in both reading and math by the end of the 2016-2017 school year. Differentiated, leveled, small group instruction will be used to most effectively use instructional time for each student helping them reach their academic goals. Third, every student will m Parents will have opportunities for education and to learn how to be active participants in their child's education. Community partners will also be invited to assist with the parent education and involvement activities to help connect them not only to our school, but to the families as well. Fourth, all students will have opportunities to be involved in learning activities that involve project based learning, enriched assessments, and experiential learning giving them deeper understanding of high level skills and various ways to show their proficiency on those skills.

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. (1089 of 2000 maximum characters used)

Currently less than 50% of students in grades K-6 read on grade level or are on level in math based on STAR reading and math assessments. Instruction in most classes has been mostly whole group with some small group interventions. Staff members are in need of professional development in the areas of guided reading, small group instruction, and differentiation based on various factors. We currently have an intervention reading curriculum that is being used for small group interventions in grades K-4. In order to meet the needs of every student academically an additional small group, skills based reading curriculum is necessary and we do not have this for all grade levels at this time. High quality parent involvement and education is lacking at this time. Our parents attend conferences, programs, and other activities, but most do not have the skills needed to be actively involved in the academic success of their children. Finally, the community is not actively engaged with Wheeler. We have some involvement from community partners, but additional involvement is needed.

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. (576 of 2000 maximum characters used)

Quantitative Data Sources: STAR Early Literacy, STAR Math and Reading assessments, District Benchmark assessments, Building Level Common Formative Assessments, Progress Monitoring assessments, Project Based Assessments, Teacher Evaluation Data, Failure RatesQualitative Data Sources: Teacher observations of projects, student self-assessments, peer assessments for group projectsNon-Academic Data Sources: Attendance, office referrals, student, parent, and staff surveys, student engagement surveys, parent participation and responses to education and involvement activities

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. (989 of 2000 maximum characters used)

According to our current data the majority of students are making one year of growth in math, but less than a year in reading based on the STAR tests. Many students do not have the vocabulary and comprehension skills necessary to achieve that growth due to their limited English proficiency. Because of this students are not meeting grade level proficiency requirements. There is a direct correlation between student attendance and lower academic success. A comparison of failure rates on report cards and STAR assessments also gives us data that helps us identify students who are understanding skills, but still not passing. We then dig deeper to determine the root cause for each student's failure. Parent surveys have showed us that our parents feel that we do hold high expectations for every student, work with them to reach them, and want the best for them. What we learned from this is that while these parents feel this way they do not completely understand what that means.

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 (4963 of 5000 maximum characters used)

Guided, leveled reading as well as benchmark literacy will be implemented at all grade levels to provide reading instruction at each individual student's level. Data will be collected using district and school summative and formative assessments. In addition to this students who are at the highest risk will be given additional reading interventions using LLI and ELL intervention curriculum. Math instruction will be standards based and small group as well. Students will be in flexible groups based on their risk level for both reading and math skills. These new strategies will be monitored both with data analysis and observations by administrators and an instructional coach on a consistent basis to determine their effectiveness. Changes will be made to strategies as necessary based on data. Teachers will receive training for these strategies at the beginning of the school year and in additional embedded PD throughout the year. Lexia is being purchased to use as a resource for individualized literacy instruction. Myon will continue to be used with greater fidelity and accountability. The school library has not been through the weeding process in several years due to budget cuts so we will be buying some new, more appropriate books for our children to use to encourage them to read. Math instructional materials such as composition notebooks used as interactive notebooks will be purchased and used to put the focus on specific skill based instruction combined with high level thinking. Kahn Academy and/or Prodigy will be used for individualized math practice in classrooms as well. Students will become more familiar with the standards and the skills from those that they are expected to master through the use of data notebooks. Students will track their progress on each standard during the school year using various tracking forms as guided by their teachers. Chromebooks are being used from previous years' purchases in every classroom. We are purchasing an additional 60 to facilitate a 1:1 in grades 3-6 and a set of 5 in all PK-2 and special education classrooms. This will allow students opportunities multiple times a week to use Lexia, Kahn Academy, Prodigy, and Myon. In addition to this the upper grade students will use the Chromebooks for other high level learning activities that connect with the standards. Ink, Paper, and Toner to support student goals in reading and mathAvinex cables for smart boards (5)2 Avinix smart boardsAvinix document camera (3)Mountain MathProjector for current smartboard (1)Scholastictic supplemental materials, MagaizesSupplement materials for guided reading & guided math to support the materials in the bldg. currentlyBrain Pop Technology for 2017-2018MyOn Reading Techonology continuing from 2016-2017At this time the standards we are using are the OKCPS standards that are based on the OAS. Teachers will create a curriculum map for reading and math that will be their guide for the school year. This map will connect the literacy skills with CAFE to provide a common language across the grade levels and give students the connections they need to make their learning more valid and long term. The purchase of a wide format printer will allow teachers and students to make anchor charts and other classroom visual aids that can be laminated and used continuously throughout the year to enhance learning. Teachers will also connect these curriculum maps to common assessments created both at the district and site level. Students who are at risk or in need of additional intervention are invited to attend intersessions during the school year. Parents are contacted numerous times to ensure their child's attendance and project based learning is an integral part of these programs which encourages students to attend. Parents are encouraged to get involved and stay knowledgeable about what is happening in the classroom through a home to school journal. We continue to identify weaknesses in the core academic program, find curriculum and strategies to address those weaknesses and provide PD for staff in those areas. Intersession materials will be purchased for project based learning in addition to take home materials for each student in the school are unable to attend intersession. Benchmark Literacy along with Fountas and Pinnell running records are used as district benchmarks to determine growth for each student. In addition to this common formative assessments are used by each grade level to determine student progress on each skill. This data is then used to modify the pacing, student groupings, and methods of instruction in the classrooms. Students will be tracked on these assessments to determine interventions that are necessary to help them achieve proficiency on the state assessments. Every classroom is equipped with smartboards that are used for both whole group and small group instruction.

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. (593 of 5000 maximum characters used)

Eighty-six percent of certified teachers are highly qualified at Wheeler. We have three emergency certified classroom teachers and two emergency certified ELL teachers. A parent letter is sent out each year to notify parents of this and if a teacher is out for more than four weeks they are notified of this as well. In addition to this we assign every new teacher to a highly qualified mentor teacher to assist him/her in improving classroom instruction. Continuing job-imbedded professional development is provided and required for all teachers to help retain high quality staff members.

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. (1663 of 5000 maximum characters used)

Based on assessments, observations, teacher feedback, and coaching feedback we are focusing on four areas of literacy that teachers will receive ongoing, differentiated PD and coaching in. This will be in addition to building wide PD and work sessions on curriculum mapping. These areas are Phonics Instruction & Improving Accuracy, Comprehension and DOK Questioning, Vocabulary Instruction, and Writing workshop. We will conduct one on one observations and

coaching sessions with teachers based on need. This need will be determined by administrator observations, teacher request, and follow ups from PD sessions. Following PD sessions administrators will observe with a focus on the strategies taught during the sessions. Follow up will also occur during PLC meetings and one to one feedback sessions with individual teachers. Because of the nature of our PD plan for 2017-2018 every teacher will have a specific focus and will receive followup and feedback with both administrators and coach on the area he/she is working on . Teachers will be given opportunities to attend PD both in and out of the district to continue to improve their practice. They will also be given a one year subscription to thedailycafe.com. When teachers are given these opportunities they will then be asked to collaborate with and teach others at the school what they have learned. As a monitoring and follow-up piece to these trainings they will share with administrators how they will use what they learned in their classrooms during the two weeks following their PD. Teachers will also continue to receive PD on behavior strategies as a part of our PBIS implementation.

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. (1614 of 5000 maximum characters used)

OKCPS has a recruitment plan and marketing strategies developed to recruit highly qualified teachers to our district. A piece of this is the district website and the HR recruitment department that visits job fairs, universities and used online resources to recruit teachers from both in state and out. After teachers are hired for Wheeler they are invited to attend New Teacher Orientation that is organized by OKCPS. In addition to this all 0-3 year teachers are provided with a trained mentor teacher who is trained by a lead mentor. Throughout the year New Teacher PD and monthly feedback meetings with administrators are scheduled to address the needs that they may have and help them continually improve their instructional practice. New teachers are also provided with opportunities to observe and collaborate with teachers in both our building and others in the district. Finally, as one of many efforts to retain high quality staff all teachers are given opportunities to collaborate with others, identify the needs of students and the school, and then work with leadership to make decisions based on our vision. Continual feedback on instructional practice and PD opportunities based on that are provided to all teachers as needed to help them with continuous improvement. Finally, all staff members have opportunities every month to observe and collaborate with each other to learn effective strategies and identify other teachers at different grade levels that they can go to for assistance. All of these things build capacity in all teachers and help them find more reasons to stay at Wheeler.

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. (2697 of 5000 maximum characters used)

Back to School Night-parents are given copies of the Parent Involvement policy and compact. They will also be given a yearlong schedule of the Parent and Family activitiesThe yearlong activities will include family reading, math, and science nights as well as donuts with dad and muffins with mom. In addition to this parents will also be invited to attend informal breakfast meetings with administrators. Finally, parents will be given opportunities to attend parent education activities such as how to help with homework, discipline at home, state standards, and others that will be determined at a later time. Parents are invited and encouraged to attend meetings via flyers, phone calls, texts, and other social media. They are also given access to their student's grade information via online gradebooks and twice monthly progress reports. They meet face to face with teachers in conferences at least two times a year and are contacted in other ways at least once a month. Conference are held both in the morning and early evening to accommodate schedules. We also are going to mail positive post cards to make sure our first contact with parents is a good one.An annual Title I meeting is held at the beginning of the school year to inform parents of how we are using Title I to meet the needs of their students and to help them understand their rights as active participants in the school. At or soon after each parent/family event a survey will be given to parents to determine what they learned from the event and what can be improved. Surveys are sent to parents twice a year concerning the school and their thoughts on academics, teacher support, safety and other aspects of the school. Following those survey meetings are held with the parents to discuss the results and the changes made because of the survey data. Paper/toner/ink , postage, postcards, double pocket folders, light refreshments for parent outreach nights, will be bought to support parent engagement and communications.Technology: smart board interactive flat panel x2, Chromebooks, projectors and Mastery ConnectStaff Stipends for Parent Involvement Activities- 3 events X 2 hours per event X 17.50 per hour X 25 teachers School & Home Communication Journal- PK-3rd 400 X $2.20 eachUnicom translation systemsmart board for gymarea where parent outreach events take place throughout the yearmaterials for activities- chart paper, construction paper, tape, counters, bookmarks, dice,

playdoh, glitter, paperclips, markers, paint, posterboard, paint brushes, books, flashcards, dominoes, copy paper, colored pencils, staples, pencils, paper plates, binder clips, velcro, loose leaf rings

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.

| Choose File | no file selected |

Uploaded Files:

Annual Title I Parent Meeting-20170915011322-63853.docx

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. (1098 of 5000 maximum characters used)

At the end of each school year our Prekindergarten students are kindergarteners for a day. They get to visit our kindergarten teachers and do activities with the kindergarteners to make the transition smoother the next year. To help with the transition to 7th grade and middle school we invite a counselor from Webster Middle School to come talk with our students about what to expect when they get to middle school. We will also provide information for our parents about what to expect when their children enter middle school. We work with Teen Screen to help identify student who may need additional assistance with transitions. Families are referred to the Latino Agency for assistance in transitions as well. Our counselor talks consistently with parents and students about preparing for college and the options they have to help with this process. Staff members meet vertically once a quarter to plan. When new students arrive at the school students are given buddies to take them on a tour of the building and families are given information about programs that are available to them.

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. (1036 of 5000 maximum characters used)

Fountas and Pinnell, common assessments, OCCT, progress monitoring assessments are used to measure student mastery of specific math and reading skills. When used in combination these assessments accurately identify at-risk students. When used in isolation they are not as accurate. Teachers are given time each month to collaborate and analyze data from these assessments. A part of this analysis is identifying the specific standards and skills that are weakest for each student, class and grade level. This data is used to plan the next steps in each subject. Progress is continually monitored to ensure that the instructional strategies that have been determined by the data are effective. Data is tracked both by the students and teachers using various charts and graphs that show growth on specific objectives. Teachers receive training on data analysis and more importantly using that data to drive every step of their instructional practice. Throughout the year they will receive ongoing PD in data review and analysis.

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. (1487 of 5000 maximum characters used)

All grade levels are using flexible grouping for literacy and math. Students will be placed in their groups based on F&P data and mastery connect/everyday math data from the beginning of the year. These groups will change based on student mastery of the specific objectives being taught. Within these flexible groups students will be placed in even smaller groups of 4-5 for leveled reading and math instruction. RTI is in place for every student who does not meet the standard on the reading and math assessments. This process will be monitored by administration to ensure that effective strategies and assessments are used. In addition to this ELL students and at-risk students will receive additional interventions using Leveled Literacy Intervention curriculum and other ELL curriculum. Students in these programs will be monitored for progress and the effectiveness of the program on his/her learning. If students are not showing progress teachers and administrators will identify other strategies to use. All extended year and online programs will be monitored for their overall effectiveness and changes will be made as necessary. Behavioral interventions are in place and tracked for effectiveness during monthly PLCs. Students in need of these interventions will be identified based on teacher observations, office referrals, and counselor referrals. Behavior plans will be put into place for students that the normal supports and interventions are not working for.

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:	9/29/2017
LEA Data Entry submitted the application for review on:	9/29/2017
LEA Administrator submitted the application to OSDE on:	10/2/2017
Program Review completed on:	10/12/2017
Final Review completed on:	10/15/2017

Selectable Application Print

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

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

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

Request Print Job

☐ Schoolwide

Request Print

Requested Print Jobs

Requested by Terry Fraley on 11/7/2017 12:37:38 PM

Completed Print Jobs