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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - E8 - 0125 BRITTON ES - Priority

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

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Schoolwide Plan

Plan submission due dates:

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

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

Legislation:

ESSA, Section 1114

Regulations:

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

OSDE

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

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

Name of Site Principal

Person Completing Plan

Name

Constituent Group

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Needs Assessment Steps 2-6

Step 2: Clarify Vision for Reform

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

Oklahoma Nine Essential Elements, #7, #9

Describe school's vision for reform. (1113 of 2000 maximum characters used)

There is consistent progress toward achievement of our impact on practice and performance regularly. We work in teams to evaluate progress, but we feel this should be more visible. We believe hallway and classroom displays will help motivate students and improve achievement. We would like to translate what we discuss in our team, school and leadership meetings into more open and available forms of information that can be shared. Also, we want to increase our data analysis meetings we have and make sure to implement earlier interventional strategies. We have increased our data analysis meetings by having weekly PLCs, teacher led PLCs, vertical team meetings and vertical alignment based on student needs, student data notebooks, and Reading Room Interventions including meetings between the Reading Specialist and teachers to meet individual scholar needs. Hallway and classroom displays have been more visible and motivational this year, including quarterly curriculum-related and culturally relevant projects. The data room has made data much more visible, apparent and comparative for all stakeholders.

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. (878 of 2000 maximum characters used)

We collect data from various assessments (i.e. Benchmarks, Star 360, and OCCT scores). This data is shared with parents/ students/ and our Community partners on a quarterly or yearly basis. The staff communicates regularly and frequently with parents about their students' progress both academically and behaviorally. This is accomplished through parent conferences, progress reports, report cards, academic assemblies, Thursday Folders, phone calls/notes to parents, and home visits. We also have Title 1 parent meetings, Literacy Nights, Math Nights, Health/Community fairs. In addition, the data information is also shared through the parent portal website provided by our District. This information is also used to help us guide the direction in which our school profile is viewed. We check the profile periodically for accurate information especially in reading and math.

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. (1647 of 2000 maximum characters used)

Management and analysis of data include collection of data from Benchmarks, Star 360, Reading Eggs, STAR Reading & Math, and OCCT scores. All teachers have passwords and understand how to access and use the programs needed for data analysis. Teachers use common assessments, benchmarks, weekly assessments, formative assessments to guide instruction. As we move forward into the next school year we will continue to use the data driven action plan, the grade level assessment forms created to record data from each grade level, we will use a flow chart or checklist to indicate the standards that have been taught and or will be taught to mastery. The formative assessments that will be used to measure student growth but not limited to Observations, Questioning, Discussion, Exit/Admit Slips, Learning/Response Logs, Graphic Organizers, Peer/Self Assessments, Practice Presentations, Visual Representations, Kinesthetic Assessments, Individual Whiteboards, Laundry Day, Four Corners, Constructive Quizzes, Think Pair Share, and Appointment

Clock. The summative assessments that will be used to measure student growth but not limited to State-mandated assessments, District benchmark or interim assessments, End-of-unit or -chapter tests. To collect and analyze the data from the formative and summative assessments will be recorded using the assessment form and use the information to record student results on the checklist and or flow chart. The data gather will be used to create the action plan for moving student to the next proficiency level and change instruction to focus on those student who need additional assistance to move forward.

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. (887 of 2000 maximum characters used)

Every Friday, teachers used weekly mini-assessments and mini-assessment to keep current and on-going records of student progress. Teachers were able to determine where re-teaching was needed or where more rigor was needed. Additionally, students kept data notebooks so that they could "own" their progress or lack thereof. Star 360 and Benchmark data was used to give quarterly progress indicators, and give parents an inside view of their scholars' progress before reporting periods. We also utilize the data room which has current data from Star 360 OCCT, and benchmark test to determine what skills we need to focus on per grade level and after each testing window. We analyze the data and make adjustments in our teaching. We also use information gather from out focus groups with students, student survey data to drive instruction as well as changes needed at the school level.

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 (5000 of 5000 maximum characters used)

All curriculum adopted in the OKCPS is aligned with the Oklahoma Academic Standards (OAC). As a result, the district only purchases proven materials for use. Britton is currently using these instructional materials to guide instruction: F and P, Math Bundles, Everyday Mathematics, FOSS Science, Social Studies Weekly, myON.com, Benchmark Literacy, and Book Room. Social Studies Weekly will be used to help students with non fiction literature and use the unravel strategy to find comprehension questions. It will be used to help teach social studies standards to all grades. The listed materials are aligned with state standards as well as the district pacing/instructional guides. Our strategies include A+ Arts, Response to Intervention (RTI), collaborative classrooms, and integration across the curriculum, tutoring volunteers at Britton Christian Church (Study Buddies), Whiz Kids, and mentors, Instructional Coaches, Lead Mentor Reading and Math teachers to provide job embedded professional development for teachers and mentoring. We will add the Leveled Book room, Leveled Literacy kits, and guided reading to supplement and strengthen reading skills. We will review and analyze data during Professional Learning Communities (PLC) each week for grade levels. Through district embedded professional development, teachers have been trained to instruct scientifically based core subject matters. Objectives are posted daily. This is monitored through PLC's, lesson plans, walk throughs and observations. Students are exposed to standards per grade level in student friendly language that coincide with teacher curriculum map and/or pacing calendars, or units of study. Teachers collaborated in horizontal and vertical teams during PLC meetings, staff meetings, and weekly grade level meetings. At the beginning of the school year, Britton has a Fresh Start Meeting and teachers meet for horizontal and vertical teaming two times during the year. Students are provided with an opportunity to attend Intersession, After School tutoring, Saturday School for our struggling students to work with our GATE students to help student achievement by providing a student mentor, Community Outreach Programs, and Summer School to extend learning outside classroom time. We encourage all third grade students to attend intervention programs to meet RSA laws. Students needing extra support are encouraged to attend to receive the needed one on one instruction to strengthen academic weaknesses. We also provide incentives to the class with the highest attendance rate. We monitor attendance for accountability. Student achievement is monitored through teacher observation, independent work, and assessments. We collaborated with Media Specialist to assess students on Myon, Moby Max, Read Theory, Think Through Math, Spelling City, Brain Pop and Brain Pop Jr. and Everyday Math online to develop a program of instruction for students. Extended day teachers are also the student's classroom teacher. To strengthen the core curriculum, we will be using LLI as an assessment tool and non fiction leveled readers, Mountain Math, and Social Studies Weekly to supplement the core reading curriculum. The instructional coaches will provide embedded professional development as needed by the staff at Britton. The current programs we are using to monitor student achievement are: F & P, ELQA, OCCT, benchmark test, teacher assessment, curriculum assessment, unit test, and homework. We will utilize Leveled Literacy Intervention and guided reading to assess. The benchmark results give teachers a picture of each student's strengths and weaknesses and based on this data, students are able to have an individualized plan based on their specific needs. Students are tracked according to their growth and needs. Teachers develop their lessons based on student needs. All students are provided with a high quality education that address the needs of all students to ensure growth according to their academic development. Technology purchased include: Smart Boards, document cameras, classroom computers, chrome books, and clickers, ipads with Tech Tubs and computer on wheels. We have made a conscious effort to provide teachers with technology to make learning a hands on experience. Teachers have been provided with technology to provide engaging lessons to enhance student proficiency in technology. Technology has provided students with an opportunity to provide hands on learning, engaging activities to manipulate project based learning, and teachers have an immediate tool to show students concepts or ideas. This is interactive learning that takes place in the classroom. Technology results provide immediate feedback. Math Bundles, Drops in the Bucket and the adopted curriculum for reading will be used to support Oklahoma Reading and Math State Standards. We will utilize LLI, leveled readers, elementary reading rooms and other materials for reading and math enrich

Monitoring/Compliance Documentation

- Evidence that reform strategies are being implemented and effective including curriculum mapping documents, extended day/year data, and core curriculum assessment data.

Qualified Teachers - ESSA, Section 1111(2)(J)

LEAs will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Also, LEAs will ensure that high poverty or low performing schools are not staffed with disproportionately high numbers of teachers who are ineffective, inexperienced or out-of-field.

A qualified teacher must hold a minimum of bachelor's degree; obtain full Oklahoma certification or an Oklahoma teaching license; and demonstrate subject matter competency in each of the academic subjects in which the teacher delivers instruction. Qualified paraprofessionals must have completed at least 2 years (48 credit hours) at an institution of higher education; obtained an associate or high degree; or completed the Oklahoma General Education Test (OGET) or the ParaPro or Work Keys Test and achieved a passing score.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Do all teachers and paraprofessionals at the school meet the qualification requirements in the State of Oklahoma?
- If not, what action plan has been developed to assist the teachers/paraprofessionals in reaching qualified status?
- Does the school offer incentives for advanced degrees and/or National Board certification?
- Have all parents been notified of their right to request information regarding the qualifications of the qualified teachers and paraprofessionals?
- Has a template been created for notifications to parents when students are taught by a non-qualified teacher for more than four (4) weeks?
- Have data charts been created to display qualified data including degrees earned and years of experience?

Describe the process for ensuring instruction is delivered by Qualified Teachers. (1512 of 5000 maximum characters used)

All teachers and paraprofessionals hired at Britton Elementary School are highly qualified, and parents receive notification. Oklahoma City Public School district has a policy that only Highly Qualified teachers are hired. Only highly qualified teachers can be employed for Oklahoma City Public Schools. If they aren't, a house can be built based on their college transcript or specified criteria. All records are kept on site for Accreditation. We must meet certain criteria through the state to meet the qualifications to become highly qualified. A Statistical Profile for schools is updated each year with the number of years of experience and the degrees that each teacher possess. The district is responsible for providing incentives for teachers to advance their degrees and/or become Nationally Board certified. The State of Oklahoma also provides incentives for National Board Certified teachers. All parents are notified of their rights to request information regarding the qualifications of teachers and paraprofessionals in the school. All parents are notified when students are taught by a non-highly qualified teacher for more than four (4) weeks. We send "Parent Right to Know Notification letter, Highly Qualified status for staff, and the state monitors HQT in our annual Accreditation Report to the Oklahoma State Department of Education. Data charts have been created and are available in Britton's school profile. This is also available on the Oklahoma City Public School website.

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. (5000 of 5000 maximum characters used)

Based on the comprehensive needs assessment the focus of Britton's professional development plan will focus on teacher development of instruction and strategies to close the achievement gap in areas in weakness in Reading and Math. We develop an annual professional development calendar with teacher input based on a survey of professional development needs. Data sources from benchmark test, STAR360, and weekly assessments are tracked to determine

areas needed for teacher PD on objectives. Individual student charts and graphs are monitored and analyzed according to subject content to confirm the context for chosen PD's. We also take a survey from teachers to see their professional development needs. All professional development needs align with school wide goals and our Title One Improvement Plan. Our goal is to ensure that all students demonstrate proficient and advanced levels of achievement on State standards. A comprehensive reform strategy designed to upgrade our professional development needs through: Needs assessment for both teachers and students, identify and commit to specific goals and PD strategies that address those needs, create a professional development plan, and conduct annual reviews of the effectiveness of our school wide program and revise PD's as necessary. We use a systematic investigation of merit and/or evaluation process for our professional development activities as a follow up for professional development. The follow up determines its value and helps answer such questions as, Is this program or activity achieving its intended results? Is it better than what was done in the past? Is it worth the costs? The objective for teachers is to understand the importance of follow up evaluation process, workshops, and seminars, and job-embedded PD and activities are essential to teacher growth and student achievement. We will utilize book study/ groups, action research, collaborative planning, curriculum development, structured observations, peer coaching, and mentoring to aid us in this process. Regardless of the form, PD's are intended to be purposeful. We monitor professional development through collaboration, follow ups during staff meeting or PLC's, surveys, and demonstrations to staff. Our administration support and encourage teacher use and implementation of new knowledge in the classroom. It is the goal of administration, the leadership committee, and the teachers to grasp new knowledge to impact student learning. Each teacher receives a growth plan and on the plan they state their professional development needs and desires. We reflect as a team if we met our goals and what do we need to do improve as educators. Although implementation of strategies learned can be evaluated and/or measured at the completion of professional development activity, administration will share, support and show teachers in PLC's the importance of the attainment of specific learning strategies from professional development. Information learned in a PD activity is basis for improving the content, format, and organization of subject content and/or learning activity in the classroom. Each teacher and administrator has developed an on site professional development plan and it is individualized between the teacher and administrators. A needs assessment based on teacher evaluation is the clear indicators that determines a plan for teachers. Most professional development designed for teacher's center around their classroom management skills, home-school connection solutions, and/or skills that prevent discipline issues, and trainings to introduce strategies to enhance teacher's ability to effectively teach to see greater gains in the classroom. Data does drive our professional development decisions. The data is used as a part of our action research to identify areas for educators to grow. Substitutes are usually provided when teachers attend professional development. Our teachers at every grade level are encouraged to facilitate professional development opportunities. The affect of professional development on instruction has improved greatly. When we notice that a strategy does not give us the gain in student achievement, we switch to others. The gains that we want to see are not fully realized, but with continued growth of our teachers we should expect to see some significant gains. The areas of focus are in reading, math and science curriculums along with classroom management, guided reading and math workshop. To sustain our efforts we will continue to provide our teachers with highest quality, on-going job embedded professional development possible by providing feedback, walkthroughs and one-to-one peer teaching. The staff will be encouraged and supported by feedback, instructional coaches, lead teachers, and one on one mentoring. Professional Development to NCTM, ASCD, NABSE, Title One, IRA, Solution Tree, OSDE, PRE-K and Kindergarten, and KAGAN to share strategies and innovative ideas.

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. (2799 of 5000 maximum characters used)

We have a strategic plan developed for hiring and recruiting teachers. The administrators attend the annual job fairs where the school emphasis is on the positive qualities of the school and expectations for the staff that is interested in teaching at North Highland. OKCPS only hires highly qualified teachers to teach in the school district. We will provide staff with a teacher mentor to help with the mandates and daily expectations. We also invite interested teachers to come view the school and classes to see the population and the climate of the school before they commit to work at North Highland. We also share the Report Card with interested applicants so they know the score for the school and what is expected as a teacher. The administrator focuses on the school adopters and highlights the positive aspects of the school to recruit and retain teachers. Teachers are paired with a mentor teacher as well as offered numerous professional development opportunities outside of the building. Administration works directly with teachers providing mentoring and support. All jobs are posted on the district website. We reach out to local institutions and higher educational institutions to hire qualified applicants. Oklahoma City Public School have annual career fairs and partners with other states and districts to recruit teachers for schools. Teachers are identified from communities and are encouraged to apply for positions. New teachers are required to attend new teacher orientation before the school year begins to gain important information, curriculum , policies and procedures of the school and district. Each new teacher has a seasoned teacher at the school who mentors the teacher throughout the school year to provide assistance in all areas. They meet regularly to assist the teacher with areas of need and help the teacher grow and develop as an

effective educator. The teachers collaborate and these sessions provide feedback and reflections which is used as a source to enlighten and strengthen us as professionals. Teachers are a vital part in the decision making, planning and resource allocation by being a part of different committees that plan and make decisions that impact the school. Teachers are encouraged to advance their education through acquiring advanced degrees in their pedagogical skills. The local union provides classes and seminars for all educators who want to be Nationally Board Certified, and they provide teachers with an incentive package. Teachers who work in a high poverty and low-performing schools can receive a teacher forgiveness loan and/or their loan can be reduced. Teach for America erases a teacher's loan if they successfully complete a two year teaching residency in a high poverty and low performing school.

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. (4534 of 5000 maximum characters used)

A site Parental Involvement Policy and Parent-School Compact has been created and given to all parents during Britton's Annual Title One Meeting. A copy of each was sent home with each student in their homeroom and was given during enrollment. They are updated annually based on the school's need. We evaluate parental involvement utilizing sign in sheets and attendance at meetings and activities. We also ask parents to suggest activities they want the school to provide through surveys and opportunities. Parents are notified through mailers, newsletters, Blackboard Connect, marquee, and posters of upcoming events. We have a Parent Liaison to help the communication between parents, community, and the school. The Parent Liaison provides parents with resources to help them academically, emotionally, and physically. We have a parent resource room with a computer and the parent liaison is available to help parents with academic issues. We also provide reading and math nights to provide parents with make it take it activities and resources to help parents with students at home. Parents can use Infinite Campus to track student grades and attendance at school and are assured access based on student identification numbers in the Oklahoma City Public School District. Parents have access to state standards on the district and school website. These standards can also be obtained on the Oklahoma State Department of Education. The parents have access to a book that is located at school with all grade levels and subjects state standards. Each teacher sends a weekly or monthly (using the Nicky folders school planners, agendas, reading journal and composition notebooks) newsletter to parents, some teachers send Thursday folders, positive post cards, daily behavior sheets and phone calls. We use the Nicky folders, school planners, agendas for an open line of communication with parents to inform them of standards for the week, homework, test, and information regarding students behavior and/or work in the classroom. Parents are notified of important things occurring in class, new skills being covered and teachers provide parents with resources written in these items listed before to help students at home. They provide more opportunities to communicate what is occurring at school and the teachers expectations are also conveyed again. School wide alerts are sent as needed to share information and provide school updates. We purchase

stamps, envelopes, paper, ink, and toner to send information and notifications to parents. We also send a monthly newsletter to parents. A copy of newsletters are kept in the administrators office. We have a math And Reading Night, and a Parental Involvement Week for our parents where we provide refreshments, materials for math and reading, and activities for parent to use at home to help students in math and reading. We have two mandated Parent teacher conferences, one each semester. Teacher's planning times are available to parents who express a need to conference with a teacher. We provide a day and night session to accommodate all parents. Teachers also meet with parents at a specified time if these times are not convenient. A Title One meeting is held annually and parents are provided with copies of the Title One Plan. We coincide this meeting with a parental involvement activity to ensure that we have more parental involvement. A power point is shown and copies of the plan, budget, policy and parent-student compact are given to parents. We encourage parents to volunteer, join PTA, attend field trips, and join school committees to become an active participant in their students educational journey. The PTA works very closely with us to provide support in academic and parental outreach activities. We have two Book Fairs for students and families. We extend the library hours for families to come and browse and buy books. We also have an open library so student can come to the library as needed and not only once a week during their scheduled time. We have given the library funds to keep our library current with interesting books for students to read and to purchase class sets of novel, cd's, dvd's, earphones, and tapes, for students and teachers to have to use in the library, at home, and in their classrooms. Britton provides 4 opportunites for parents to bring their children 0-4 to Smart Start throughout the year to show parents activities to work with their infants at home. We also give each child a free book.

Monitoring/Compliance Documentation

- copy of the "Notification to Parents of the Annual Parent Title I Informational Meeting"
- agenda and attendance list for the "Annual Parent Title I Informational Meeting"
- parent survey or other evaluation tool regarding parent involvement activities
- examples of site/parent communication
- copy of notification to parents regarding student achievement reports and test scores
- copy of notification of title I programs and opportunities

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 2MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

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Student Transition - ESSA, Section 1114(b)(7)(A)(v)

This component emphasizes the value of creating a coherent and seamless education program for all children in the school, but particularly for those at risk of not meeting the challenging State academic standards. Though the guidance only specifically addresses services to preschool children in the transition from early childhood programs to elementary programs, activities are encouraged at critical transition points at all grade levels to support students and parents with changes in curriculum, instruction and procedures.

Oklahoma Nine Essential Elements, #4

Guiding Questions

- What are critical transition points at the site (i.e., Pre-Kindergarten, Elementary to Intermediate, Intermediate to Middle)?
- How are counselors involved in the transition strategies?
- Have Parent Orientation Nights been developed?
- What procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures?
- Have summer grade-level transition camps been held at the school site?
- Do staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement?
- How often do staff members meet vertically?
- How does the staff facilitate transition strategies?
- What procedures are in place to receive new students to the school?
- Have documents been created to identify transition points, grades affected and coordination efforts?
- How has professional development affected instruction? Does the data support this?

Describe the student transition strategies. (1987 of 5000 maximum characters used)

Britton provides Smart Start for children from birth to 4 years of age 4 times during the school year. We invite the daycares in the area to come out and have the children and parents participate in the activities provided. We want to introduce parents to activities to prepare their children for school. We provide a safe and welcoming learning environment. We communicate with families upon arrival and provide parents with district and school goals, objectives, and expectations. Teachers assign a partner to assist students with assimilating to a new school. Teacher's plan short "getting to know you" opportunities within the classroom. We have parent night, back to school, conferences, carnivals, health fairs, math and science nights and PTA meetings to establish a relationship with families and to share school information with our families and community. During May, the counselor contacts and works with Centennial High School for a sixth grade orientation. We also meet with Special Ed. to provide proper services. We also invite daycares at the end of the year to attend a Fun Friday and take students to a Pre-Kindergarten class. Britton Christian Church and Whiz Kids provide weekly tutoring for our students. They work with the teachers to provide extra support to students that are struggling in reading. These community partners work with the teacher and provide materials that will assist them in teaching our students. They also track the growth and share this information with the teacher and the building leaders. People's Church provided the school with a community work day to beautify the campus. Our students also participate in the Whiz Kids Program that tutor and feed our scholars one day a week. We work very closely with the Health Department to provide our students with needed resources and an annual Health Fair. We have added Technology, ELL and Teaching Assistants to support teachers and students in the classroom and computer lab.

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. (3243 of 5000 maximum characters used)

Teachers at Britton Elementary receive professional development on multiple ways to disaggregate data by collaboratively, allowing our educators to use a four-phase data driven dialogue process to engage with multiple data sources in order to discover and validate student learning challenges. The dialogue allows for predictions about what the data will reveal based on what is known about instruction, programs, and students then create an visual of the data being analyzed and compared, while we make observations of all the things the data are revealing and lastly we create inferences about why, along with plans for collecting additional data to explore the inferences for veracity. Using the information gathered from the data teachers are then trained on how to change their teaching and lessons based on the data for the students who are identified from the data. In our PLCs teachers use common assessments, benchmarks, weekly assessments, formative assessments to guide instruction. As we move forward into the next school year we will continue to use the data driven action plan, the grade level assessment forms created to record data from each grade level, we will use a flow chart or checklist to indicate the standards that have been taught and or will be taught to mastery. The formative assessments that will be used to measure student growth but not limited to Observations, Questioning, Discussion, Exit/Admit Slips, Learning/Response Logs, Graphic Organizers, Peer/Self Assessments, Practice Presentations, Visual Representations, Kinesthetic Assessments, Individual Whiteboards, Laundry Day, Four Corners, Constructive Quizzes, Think Pair Share, and Appointment Clock. The summative assessments that will be used to measure student growth but not limited to State-mandated assessments, District benchmark or interim assessments, End-of-unit or -chapter tests. To collect and analyze the data from the formative and summative assessments will be recorded using the assessment form and use the information to record student results on the checklist and or flow chart. The data gather will be used to create the action plan for moving student to the next proficiency level and change instruction to focus on those student who need additional assistance to move forward. we have teachers meet each quarter to develop and devise a plan of action for moving forward. This the Vertical and Horizon Meeting to develop lesson plans and test for the upcoming semester and/or year. We also utilize our Lead Mentor, Math, and ELA teachers to help teachers analyze and provide feedback to staff. They provide embedded training as needed. we will utilize the student journals and composition books to have students write quick writes in their daily school day to align with Benchmark Literacy curriculum to increase their writing ability and skills and to help foster their creative mind and skills. We want our students to be able to think and this is one way to improve their creativity. We will look at students writing from the beginning, middle and end of the year and measure their progress. We will also see if we need to make changes and where those changes need to occur. We can share this information with parents.

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. (2533 of 5000 maximum characters used)

To meet the learning needs of all students, teachers use rigorous curriculum, multiple assessments, grouping, technology, after school tutoring and varied classwork and homework. Strategies such as RTI, PBIS, and DI will be used effectively through ongoing training, monitoring and implementation. Teachers are trained with these programs school wide and through the district. Britton Staff have been trained on Student Voice through QISA, F&P, ELQA for PREK teachers, RSA training, Smart boards, Possibilities and PBIS. During the school day, students receive additional assistance through peer tutoring, mentors, ELL tutoring, teacher time, and individualized educational plans to assure success. Students are screened through F&P, Benchmark Testing, teacher observation, daily assignments and weekly assessments. Teachers are monitoring the students in the programs through ongoing data collection that must be consistent. Evaluation of extended day programs are performed through student, parent and teacher surveys. District wide, an outline is provided as documentation for students not performing on proficient level. Often, screening is used to measure student progress. Appropriate strategies are determined through quarterly test scores, grade level PLC meetings in conjunction with collaborative efforts with administration. The site will measure behavioral strategies by comparing referrals in the previous year to the current school year. We have begun implementing a new school creed (B-Believe in myself, I-I

can inspire others to do their best, S-Strive for success, O-On time, on task everyday, N-No excuses, no failure). A PBIS team was formed this year, and we have worked on a school Matrix that will be implemented next year. We will measure effective academic strategies by viewing our school report card from the previous year to see if there are any gains. We can track student's progress or regression using STAR 360, benchmark, common assessments, exit tickets, and class work. We will use the lead teacher. math and ELA lead teacher and instructional coaches to provide professional development for effective strategies to help teachers formulate effective and engaging lessons to increase student achievement. We will also purchase additional math and reading enrichment and intervention material to help supplement the core program and to assist with increasing student achievement. A stipend will be paid for each lead teacher and Vertical and Horizontal Meetings with Title One funds.

Monitoring/Compliance Documentation

- written assessment and intervention plan
- evidence of monitoring and evaluation of students receiving additional assistance
- evidence that additional assistance supports curriculum and is aligned to Oklahoma Academic Standards

Submit

The application has been approved.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Consistency Check was run on:	10/9/2017
LEA Data Entry submitted the application for review on:	10/9/2017
LEA Administrator submitted the application to OSDE on:	10/9/2017
Program Review completed on:	10/16/2017
Final Review completed on:	10/16/2017

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.

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