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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - E7 - 0512 DOUGLASS MS - Priority

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

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Schoolwide Plan

Plan submission due dates:

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

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

Legislation:

ESSA, Section 1114

Regulations:

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

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

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group



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. (250 of 2000 maximum characters used)

The schools vision for reform is grow every student in the building. That is, to have every student move up at least one performance band. In addition, the vision is to increase the number of discipline referrals and out of school suspensions by 25%.

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. (1459 of 2000 maximum characters used)

The goals are to get English and Math Enhancement teachers to assist with making all students proficient in all standards. Since we teach inclusion to approximately 80% of our special education teachers and 100% of our ELL students, we need to give extra assistance to those students. We also need to work with the students that are in the lower percentile on our benchmarks and state testing. The enhancement teachers can reduce class sizes and assist with more focused instruction. We will need to provide professional development to assist with teaching teachers to use data correctly to drive instruction and implement collaborative PLC's that will improve teaching. Scholastic reader and other on-line programs will assist the teacher in improving reading and writing strategies. Parent Information pamphlets, postage, toner, ink and paper will allow us to keep in touch with our parents through newsletters, written correspondence and flyers. There is scientific based research that supports the curriculum and instructional programs such as Marzano, Brain Pop, Criterion Writing, and others. Using STAR and Mastery Connect will assist in using data results to focus on what students know and what is needed to teach. In addition, our instructional materials and strategies are aligned with the standards such as project based learning materials, instructional on-line programs, and professional development in our PLC collaborative meetings.

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. (232 of 2000 maximum characters used)

CRT/OCCT/EOI and Pre/Post Benchmark Data (STAR and CFA) are used to collect data. Additionally, unit tests, attendance reports, spec items from the state web site and other formative and summative assessments are used to gather data.

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. (422 of 2000 maximum characters used)

We collect data through CRT, OCCT, STAR progress monitoring, teacher assessments. The data is analyzed in administrative PLC meetings, and during grade level and department collaborations. Additionally, Mastery Connect will be used to collect and share data/assessments. Once the data is analyzed, the results are used to inform student instruction by defining best practices and informing curricular planning decisions.

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 (4401 of 5000 maximum characters used)

Scientifically Based Research Strategies: - What scientifically based research strategies are being used in the classroom? The teachers at Douglass use research based high yield strategies based on the Marzano Framework. These strategies include, but are not limited to, posting learning goals, tracking student progress between formal assessments, identifying critical content, setting clear rituals and routines, and acknowledging students who meet expectations. - Which instructional strategies should be utilized to meet the needs of the students? - What data is collected to determine if instructional strategies are effective? Douglass collects CFA, STAR TEST, and teacher made test data to determine if strategies are effective. - How is the use of various instructional strategies monitored by the administration? During regular weekly walkthroughs, the administrative team is able to observe and monitor classroom instruction in a coaching capacity. This helps the admin have an understanding of the predominant instructional strategies throughout the building. - Are daily objectives posted in the classroom using student friendly language? Yes, daily objectives are written in student friendly language.- Additional books and supplies will be used as instructional material to provide students with additional resources and opportunities for growth. This includes, but is not limited to, leisure reading, homework supplies, and research aides. Curriculum Alignment: - How is curriculum aligned with Oklahoma Academic Standards? OKCPS has taken the OAS and expanded them into a district-wide curriculum. - Are students knowledgeable of Oklahoma Academic Standards? At this time, no. The state has just introduced new standards that we all must become familiar with. However, a plan is in place to familiarize all stakeholders. After School tutoring will be offered and a stipend will be paid to staff. - Do teachers collaborate in horizontal and vertical teams? The core content teachers within the school have a PLC time during the school day. This allows them to analyze and the OAS standards to ensure that the applicable skills are being taught and learned. Extended Learning Time: - What extended day/year opportunities are available for students? We will be offering after school tutoring and Saturday schools. In addition, the district also offers intercession and summer school opportunities. - What procedures are in place to monitor student achievement in extended day/year programs? The academic progress of the students that attend these programs are monitored by weekly grade checks and then compared to the weekly progress of those who do not attend. - What is being done to strengthen the core academic program at the school? It is my belief that is about people, not programs. So, to strengthen the core academic program we are looking to hire good teachers and develop the ones that we already have. Assessment: - How are the benchmark results used to drive instruction in the classroom? If the data is not satisfactory, the content PLC teams enters a "re-teaching" period in which previously taught skills are retaught and reassessed. - 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? Yes, every student is taught from the same curriculum and then benchmarked. The results of the benchmarks determine what specific interventions each child receives; which allows that student the opportunity to reach the appropriate levels of learning. Technology - How has technology been utilized in the classroom? At Douglass, there is a Smart Board in every room. In addition, teachers and students will have access to printer and accessories, laptops, chomebooks, and iPads which are funded with Title I funds. School Improvement-Additional library books and classroom books will be purchased to increase the availability of literature to all students. - What supplementary instructional materials will be utilized for student interventions/extensions? Number Worlds, Read to Achieve, and Achieve 3000. Human Resource: Remedial Specialists are hired to assist classroom teachers with increasing academic achievement of students. Counselor and Parent Liaison work with parents, teachers and administrator for the success of all students.

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. (720 of 5000 maximum characters used)

The practice of the school and the district is that every effort to employ a HQT in the core content areas must be exhausted before a lesser qualified individuals are considered. At this time, all teachers and paraprofessionals are considered HQ. Parents of the school were notified and made aware of their right to request HQ information during the Title I parent meeting. With that, they were also shown the template that will be used if a class is taught by a non HQT for more than 4 weeks as was the case at the beginning of this academic year. Decisions to offer incentives for advanced degrees are made at the district level. Currently, teachers are paid additional \$\$ more holding a Master's Degree or Doctorate

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. (1498 of 5000 maximum characters used)

The focus of our professional development plan is delivering highly effective instruction through implementing high engagement strategies, classroom management strategies, and horizontal/vertical alignment to support data driven instructional decision making. The professional development plan is developed by the schools leadership team which consists of teacher and administrators. Our model calls for peer to peer observations of trained material to

ensure that ideas are being implemented with fidelity. During an administrative walk through, in addition to instruction, the administrator looks for the practical effort of PD implementation. In regards to new staff, we use the train the trainer model which calls for a teacher that has demonstrated a thorough understanding of trainings and/or initiatives to train new staff. All of the site level PD offered aligns with the school wide plan which includes, but is not limited to effective math and ELA instruction, classroom management training, and the analyzing of data. Lastly, in November, a group of teachers and administrators will be attending the AMLE (Association of Middle Level Educators) in Philadelphia, PA. We will also be attending the Nuts and Bolts conference in June which will help our teachers gain insights on developing best practices and procedures to help raise our academic achievement. The conference will cover teacher collaboration, student engagement strategies, and developing highly effective assessments.

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. (1931 of 5000 maximum characters used)

Has a strategic recruitment plan been developed? - What marketing strategies have been used to recruit teachers to the district? In an effort to market the teaching opportunities at my site, I attend any available job fairs, and have my athletic director post positions on the website of the Oklahoma Coaches Association. - Have positions been posted on school and district Web sites? Yes, positions have been posted. In fact, I have already interviewed several candidates for next year's vacancies. - Has recruiting through local institutions of higher education been considered? Yes, I am currently in agreement with Mid-America Christian University and UCO for student teachers and observation hours. Once those young people enter our building, I informally interview them to see if they would be a fit for Douglass. If they are, I get their contact information and contact them shortly after they graduate. - How have teachers been encouraged to apply for positions within the district? It is my belief that teachers are the best recruiters, so outside of the above mentioned techniques, I try to mobilize and encourage my teachers bring other teachers in for interviews. How does teacher collaboration support new and experienced teachers? Our PLC model allows for new teachers to receive insight into pedagogy from the career teachers, and it allows for the career teachers to receive new and fresh ideas from the new teachers. - How are teachers included in decision making, planning and resource allocation? Leadership Team. Faculty Advisory Team. Suggestion Box. - How are teachers encouraged to become National Board Certified? The district offers an additional stipend for this. - What incentives are offered to teachers to work in high poverty, low-performing schools? No state or district incentive is offered. On the federal government level,

teachers in low performing schools are offered loan forgiveness.

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. (1236 of 5000 maximum characters used)

Yes, a site parent involvement policy has been created (uploaded). The materials are distributed to the parents during the annual Title I parent meeting and also made available at our front desk during the school day. A robo call is sent out to remind parents of its availability. Parent involvement opportunities are evaluated in regards to the impact each activity will have in the short and long term. Parents are notified about the activities via text messages and robo calls. To help their child academically, our parents have a username and logon to Infinite Campus, our student information system. This allows them to stay informed and up to date with what their child is doing at school. In addition to this, a "Super Saturday" is held once per year here at our site. That Saturday is designed to assist parents connecting to and understanding the many school and community resources that are available to them. Teachers mainly communicate through parents via phone call. This is documented on a parent contact log. P/T conferences are scheduled for evening and morning sessions to allow a time to accommodate the schedules of all families as their situations are different. Yes, the annual meeting was held in October.

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:

[Douglass Parent-20170919022255-47960.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. (1654 of 5000 maximum characters used)

What are critical transition points at the site (i.e., Pre-Kindergarten, Elementary to Intermediate, and Intermediate to Middle)? Middle school to HS. We are a Mid-High. - How are counselors involved in the transition strategies? The counselors conduct orientations for the transitioning students. - Have Parent Orientation Nights been developed? No - What procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures? For my site, this isn't an issue since we are already in the same building (7-12). - Have summer grade-level transition camps been held at the school site? NO - Do staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement? Yes, our PLC structure is vertical and horizontal. - How often do staff members meet vertically? Twice per month. They meet horizontally three days per week. - How does the staff facilitate transition strategies? Via the orientations. - What procedures are in place to receive new students to the school? New students go through the normal process and is then paired with a student council member for a building tour and what call an "initial friend." - Have documents been created to identify transition points, grades affected and coordination efforts? This is usually done via email in communication elementary schools that will be sending its 7th graders - How has professional development affected instruction? I would say yes, but it had affected instruction indirectly. Due to classroom management training, our number of referrals is down. Thus, instruction improves when disciplines improves.

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. (610 of 5000 maximum characters used)

- Yes, the CFA instruction-test-retest model teaches them how do meet the needs of students identified by the data.- Yes, the monitoring and evaluation of data is completed after every CFA. Content data reviews is a requirement.- Yes, this is done by cross referencing site given assessments with previous released items from the state.- Yes- Edusoft, Benchmarks, STAR,Achieve 3000 and other assessments will be used to measure student growth. In addition, Mastery Connect, and it's Question Bank, will be used to provide common assessment material that will lead to more focused and reliable data.-

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. (2189 of 5000 maximum characters used)

- What teachers doing to meet the learning needs of all students in the classroom? Teachers are designing lessons/units, considering possible student misconceptions, and differentiating instruction. - How will strategies such as Response to Intervention (RTI), Positive Behavior Interventions and Supports (PBIS) Differentiated Instruction (DI) or flexible grouping being used effectively in the classroom? RTI will be used and evaluated on a student by student basis and the tier II and III students will receive extra instruction by being doubles blocked in the appropriate content area (remediation). - What training have teachers received on individualized instruction and/or varied instructional strategies? All teachers received training from our district's special services dept. Although all students aren't SPED, it is my belief that some of the same strategies can help during best first instruction. - How do students receive additional assistance during the school day? In addition to selected students being doubled blocked, students are pulled out of their elective courses to receive remediation. In addition to that, we have an intervention schedule that is implemented every Wednesday. - How are students identified for these programs? They are identified from CFA and STAR test results. - How are students monitored and evaluated in these programs? Test and Re-Test - How are extended day/year programs evaluated for effectiveness? These are evaluated by the number of students that are able to reach proficiency on the given

exams. - What steps will be taken for identifying students for academic and behavioral interventions? This must be data driven. For both types of interventions, academic and behavioral has, and will continue to be analyzed to identify the appropriate students. - How will the site determine appropriate instructional strategies? This will be done by teachers sharing best practices during their PLC time. Best practices can be determined based on the teachers that get the best results. - How will the site measure effective behavioral and academic strategies that have been implemented? By evaluating the student by student results.

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:	10/25/2017
LEA Data Entry submitted the application for review on:	10/25/2017
LEA Administrator submitted the application to OSDE on:	10/25/2017
Program Review completed on:	10/28/2017
Final Review completed on:	11/1/2017

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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