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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - F5 - 0195 EDGEMERE 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

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Community

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. (1352 of 2000 maximum characters used)

Through community supports which meet the academic, social/emotional, physical, and psychological needs of our students and families, The David R. Lopez Community School will produce students who are prepared to fully participate in the educational process inclusive of goals for their future, whether technical/vocational or college bound. As a 5-year pilot program entering our fourth year, we envisioned from the beginning that our implementation would be so successful, the model would be replicated across the city. Our vision is to revolutionize education in Oklahoma City and beyond. As a community school, all stakeholders are a vital part of the planning and implementation process. Quarterly site team meetings are held and progress towards goals are assessed along the way. These goals address the obstacles that various stakeholders must overcome in order for our school to meet individual needs and allow academic progress to occur. Students, families, teachers, and community members all work to identify unmet needs which create these obstacles and solutions are generated in order for these obstacles to be overcome. All stakeholder groups are surveyed annually to provide qualitative and quantitative data which helps us measure our improvement over time. Outcomes measured include achievement, attendance, discipline, and perceptions.

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. (1722 of 2000 maximum characters used)

The David R. Lopez Community School at Edgemere is in its fourth year of five in the 5-year pilot initiative. As such, our task is to continue to add partnerships who will support us financially in order for us to wean ourselves from district support, making this initiative a viable and sustainable option for school reform. Through collection of attendance and survey data, we have been able to identify the types of activities which glean the most involvement from parents and community, which is a focus area for our initiative. This has allowed us to modify the structure of our events in order to provide more opportunities for staff, students/families, and community members to engage in a less formal way, strengthening the relationships across all stakeholder groups. Culture/climate survey data as well as discipline data has allowed us to measure our progress with regard to our PBIS initiative. While measurable increases in positive student perceptions and reductions in student discipline data compared to last year's data exists, this will continue to be an area of focus as we create a climate that supports learning and relationship building. Finally, regular benchmark data shows academic growth among our students, the greatest gains in first grade where we have been able to close gaps before they get so sizable they are a greater barrier, although our third graders have also grown significantly this year. Tier II and III supports will continue to be a focus for grades 4-6 where the gaps are bigger, and professional development for teachers with regard to research-based instructional strategies as measured by TLE will continue to be a focus in order for instruction to be of the highest quality.

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. (1314 of 2000 maximum characters used)

Surveys throughout the year will provide the qualitative data needed to know whether our PBIS initiative is producing a climate where students feel safe and included. This qualitative data will also measure student, family, and community perceptions with regard to school safety and security communication, the degree to which programs are effective, etc. A community partner is committed to continuing the funding of research completed by the Oklahoma Center of Educational Policy, who has produced schoolwide perception surveys for all constituency groups to measure change over time. In addition to formative assessments given throughout the instructional period, regular benchmarks using Fountas and Pinnel and easyCBM will help us determine progress made throughout the year and redirect our interventions if necessary. Also available to us will be data measured through our online subscriptions, Think Through Math and Lexia. Both programs identify standards and concepts mastered or not, which allow teachers to provide targeted intervention at the areas of need. Additional data that will be tracked throughout the year will be attendance and discipline, which will allow us to put in place various interventions and measure the effectiveness of those interventions and tweak or implementation as needed.

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. (1021 of 2000 maximum characters used)

Vertical PLC's meet regularly to analyze formative, common, and benchmark assessments to determine the appropriate response. Data is placed on a spreadsheet which tracks changes over time for each individual student. Students who are not making appropriate progress with Tier II and III interventions are referred for testing to see if they qualify for special services through IDEA after 6-9 weeks of data are collected which measure specific, research-based interventions. Data is shared on a quarterly basis in a school-wide format so all stakeholders are informed of progress being made. At the end of the year, gains and losses are averaged in order for teachers to measure their overall effectiveness with regard to behavioral and academic interventions and their effectiveness. Community meetings with partners and other stakeholder groups (parents, community members) share this same data in order to monitor and modify as needed, increasing the symbiotic relationship between school and the community it serves.

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.

(1418 of 5000 maximum characters used)

Edgmere is blessed by many community supports which may be time spent with students or funds donated to secure various services or materials and resources. When considering expenditures necessary for school functionality, student achievement, and parent/community involvement, all title funding, general funding, student activity funds, and outside resources are considered in order to spend in a way that is compliant with district/state expectations and meet needs. All expenditures are identified as necessary based on connectedness to our schoolwide improvement goals, such as parent involvement, attendance, student achievement, etc. When considering materials to assist with math and reading, Title I funding is generally budgeted first. Incentive items intended to motivate and celebrate student achievement as well as enrichment services such as field trips or after school programs are paid for using student activity funds, grants, or donations. Materials and expenditures involving student supplies or building concerns are utilized through our general funding. Our partners and community connections (PTA) provide field trips, t-shirts, community events, resources for families in crisis, etc., or for incentives for parent involvement. Budgets are fully in place and are referred to on a regular basis in order to make sure funds are properly utilized and ensure compliance with regard to spending.

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 (4981 of 5000 maximum characters used)

Edgemere utilize multiple resources in order to improve student outcomes for our students. As a community school, we start by eliminating some of the obstacles which typically impede learning; nutrition, health services, behavioral supports, and basic needs such as clothing or glasses are provided to families who need these resources. Academic weaknesses are identified through various assessments and are targeted with an intervention which is scientifically based, often found from PBIS World, Intervention Central, or through use of our web-based subscriptions (Lexia, Think Through Math) which have been identified by the state on their Tier I and II interventions list. Extended learning time through attendance at our district-scheduled intersession or through our daily extended learning time through our tutoring programs will give students additional opportunities to practice/master skills that have been identified by the data collected from formative, common, and benchmark assessments. Engaging instruction will be a priority for teachers, who will incorporate cooperative learning, academic games, pair and share, etc., all measured through Marzano's TLE. Administration will conduct walk-throughs and regular observations, which will provide commonly-used instructional strategies as well as those that are underutilized in order to provide professional development and regular feedback to teachers so that their individual practice improves over time. TLE non-negotiables have been identified and must be utilized on a daily basis, inclusive of stating/posting the instructional objectives and expected outcomes for the lesson. Teachers receive professional development at the district and site level on the academic standards, use of district-mandated curricula, and on the evaluative process using the Marzano Protocol. In horizontal and vertical teams, teachers review the standards and those that are week and need additional scaffolding. Interventions are scheduled during these meetings and tracked to determine progress or changes needed. Students track their progress on the standards and are aware of the learning expectations for their grade. This summer, teachers will attend 3 weeks of optional professional development in order to plan units and assessments based on the new standards as well as create curriculum maps and pacing calendars. Students receive additional opportunities to learn outside of the school day; at the district level, three days of intersession is provided three times per year in an attempt to decrease the gaps that are sometimes caused by long breaks out of school. At the site level, teachers provide after school tutoring to students in order for students to have additional practice or for teachers to utilize other interventions which may bring success. Attendance is tracked during intersession and for after school tutoring/enrichment programs in order to determine whether this intervention is improving academic outcomes for individuals. Because these interventions are being delivered by classroom teachers, instruction is very targeted and focused due to the knowledge the teachers have regarding student's progress from formative assessments, summative assessments/common assessments, and benchmark assessments. These data help teachers provide enrichment/instruction/remediation at the best instructional level and inform teachers of the best ways to supplement the core academic program. In order to strengthen the core academic program, teachers will receive professional development this summer with regard to the standards, the new guided reading program, and best practices for ELA and mathematics at their specific grade levels. They will prepare lessons and units of instruction in advance so they can respond to the data generated by assessments and respond accordingly. Through the use of scientifically based programs/interventions, alignment of curriculum and instruction to standards, extended learning time, and the constant analysis of assessment data, students at Edgemere have the potential to meet satisfactory on the OCCT if their learning gaps are not so wide. Early intervention at the early childhood levels, particularly using Payne reading structures and Lexia, will ensure gaps are very small by the time they get in to the upper grades. In addition to strong interventions, curriculum and lesson integration, extended time, and data analysis, technology will be utilized to increase engagement as well as provide individualized instruction. The use of Chromebooks and student response systems will increase student interest/engagement and allow for better mastery due to the increased engagement. Tracking of student data, either through the web-based subscriptions or through student data notebooks will provide the immediate feedback an incentive necessary for improved student outcomes. Teachers will utilize arts integration as part of our OKA+ affiliation.

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. (1526 of 5000 maximum characters used)

Applicants are pre-screened on SearchSoft and appropriate documentation is provided to support the validation for proper credentials as well as supportive recommendations. Teachers are then interviewed (sometimes with only the principal, sometimes in teams based on age (i.e. early childhood, upper elementary) to identify candidates who are collaborative in nature, creative and knowledgeable, and friendly/congenial. New hires are provided professional development opportunities to strengthen pedagogy and are provided corrective/actionable feedback through frequent observations. Recruiting efforts on the part of Friends of Edgemere School at local institutions (UCO, OU, OSU) and principal participation in job fairs inform candidates of opportunities to participate in the Community School Initiative. Teachers are monitored and provided feedback for the four domains in Marzano's TLE framework and are asked to reflect on a regular basis in order to learn and grow. Finally, Friends of Edgemere School provides incentives to teachers in the form of extended contract hours and gift incentives for remaining at our site. It is unknown how much of that will continue during the current budget crisis. Parents are notified of teacher qualifications as well as their right to request another teacher if applicable, although this has not been a case for the past two years. Samples of parents' right to know and notification regarding highly qualified status are sent home and uploaded to school website annually.

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. (2557 of 5000 maximum characters used)

Each year, a team of teachers is selected to be a part of the leadership team. This group assists in decisions that are made throughout the year and for the following year as well. Teachers help identify needs and make suggestions for resources that would assist with student outcomes as well as what professional development may be needed. Every year, teachers receive PD for our PBIS initiative, OKA+, and TLE. This year, teachers will receive

professional development on Balanced Literacy and on the use of our new school information system, Infinite Campus. By analyzing reports from Learning Sciences International/Marzano TLE, areas that are weak in terms of instructional practice are targeted in order to provide PD in those areas and strengthen instruction. Professional Development is provided on a continuing basis over our schoolwide goals and initiatives designed by staff are measured throughout the year through self-reflection and self-scoring on a rubric. This is cross-referenced with other data to determine effectiveness and revisited on a twice-yearly basis. Stipends are offered when PD occurs outside of the regularly contracted hours. Teachers who attend outside professional development opportunities outside of site and district initiative are asked to share what they have learned with the staff, particularly if paid for using Title I funds in order for the site to get more "bang for the buck." Professional development offered during the school-day is very challenging due to the lack of provision by the district for substitute teachers. At this time, it appears our most effective PD to date was over TLE this past February. Survey data from teachers stated that they found the day to be very informative and helpful in them understanding better the process and the expectations, which translated into the scores they received on their final observations and the evidence that was recorded at that time. We will continue to practice this at the site level in order for teacher instruction to be the best it possibly can be and for teachers to continually grow in their professional practice. A new focus for next year will be self-reflection and analysis using video. Video spotlights of teachers using the instructional strategies in their classrooms will be shared at faculty meetings and discussed regularly in order to celebrate and motivate others to implement research-based methods. Newly hired staff will receive a mentor teacher who will assist/guide them to learning OKCPS norms as well as site norms.

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. (2739 of 5000 maximum characters used)

Applicants are pre-screened on SearchSoft and appropriate documentation is provided to support the validation for proper credentials as well as supportive recommendations. Teachers are then interviewed (sometimes with only the principal, sometimes in teams based on age (i.e. early childhood, upper elementary) to identify candidates who are collaborative in nature, creative and knowledgeable, and friendly/congenial. Vacancies are posted on the district's website as well as on social media feeds such as Facebook, Twitter, and Linked In. New hires are provided professional development opportunities to strengthen pedagogy and are provided corrective/actionable feedback through frequent observations. Recruiting efforts on the part of Friends of Edgemere School at local institutions (UCO, OU, OSU) and principal participation in job fairs inform candidates of opportunities to participate in the Community School Initiative. Teachers are monitored and provided feedback for the four domains in Marzano's TLE framework and are asked to reflect on a regular basis in order to learn and grow. Finally, Friends of Edgemere School provides incentives to teachers in the form of extended contract hours and gift incentives for remaining at our site. Teachers are monitored for proficiency in Marzano's TLE Framework and allowed leadership opportunities when desired. The timely, actionable feedback is intended to assist their growth in terms of effectiveness and confidence. Multiple professional development opportunities are shared with teachers, provided at the site, district, and state level, allowing them to continue learning about the art and science of teaching as well as new approaches to instruction, improving school/home communication, interfacing with community members, and increasing their connectedness to the site.

PLC's and regular team-building activities strengthen the relationships between peers and support organizations such as PTA and Friends of Edgemere School, and our new partnership with Wesley United Methodist Church help to provide additional supports in terms of classroom supplies, appreciation luncheons, and incentives for continued service to Edgemere. Teachers new to Edgemere are provided a mentor teacher to assist them with the transition to the school/district. This relationship continues for as long is necessary/needed. All teachers receive a staff handbook and get weekly communication from me in order to allow two-way communication to occur. When teachers feel they need more anonymity for whatever reason, they may express concerns to the school's appointed Faculty Advisory Committee chair, who then shares concerns with me so that I may address them in a timely basis.

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. (2898 of 5000 maximum characters used)

Numerous meetings are scheduled throughout the year ranging from Meet and Greet, Open House, Title I Parent Events, Math and Reading Curriculum Night, Stand for Children-sponsored events which inform parents how to communicate with teachers/staff, support the school initiatives at home, and connect with others in the community to find needed resources and supports. PTA meets monthly and all are invited to attend. Notification of all meetings go home in Thursday Folders as well as through the utilization of Blackboard Call-outs (phone/text/email). Monthly calendars and newsletters from the school, principal, and teachers are sent home regularly in Thursday folders to inform parents as to upcoming events/opportunities for involvement as well as provide notification regarding individual student progress made during the week and at the end of each quarter. Attendance at these meetings are collected and points are earned to be used for school supplies, uniforms, or gas/grocery cards provided by our PTA and/or other community partnerships, thereby increasing parental involvement on a regular basis sustained throughout the year. Students are expected to fill out the agenda and note assignment completion. Teacher verifies student completion and includes other information (behavior), and parents sign/return the agenda for the next day. Graded work and other news and information goes home in Thursday Folders. Teachers are responsible for providing weekly communication in the form of a newsletter as well as graded work and a progress report mid-quarter. Parents are responsible for signing the weekly communication form and returning to school the following week. Teachers are also expected to send emails and make telephone calls when the situation warrants. Teachers have been encouraged to collect cell phone numbers and utilize the Remind 101 service, which allows teachers to send group text messages from a send-only account in order to notify parents of events or needs, as well as maintain a school website used for information consumption by parents and other stakeholder groups. Translation for Spanish-speaking families is provided at meetings and parent-teacher conferences. Families may also access the school and district website for information as well as the web-based attendance and grade information system. Parents are provided assistance using online services at the Title I Math and Reading night

and are encouraged to start a parent account for easy access to important information contained in the online student information system (Infinite Campus). Parents are notified of regularly scheduled conferences twice a year and attendance is generally good and has been improving over the last two years. When parents fail to attend, teachers reach out to parents personally and visit homes or reschedule or have phone conferences when necessary.

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:

[17-18 Open House-Title I, RSA, OCR Sign In-20170915091528-99048.pdf](#)
[Edgemere 17-18 Parent Teacher Student Compact-20170915092405-99048.pdf](#)
[Edgemere Elementary School Title I Parent Meeting Agenda, 2017-18-20170915092416-99048.docx](#)
[Open House Notification Details-20170915092334-99048.pdf](#)
[Open House Notification-20170915092324-99048.pdf](#)
[Parent Survey-20170915092722-99048.pdf](#)
[Samples of Parent Communication-20170915094000-99048.pdf](#)
[Title Annual Parent Meeting PPT 2017-18-20170915094210-99048.pdf](#)

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. (1718 of 5000 maximum characters used)

At Edgemere, it is important for us to assist students as they transition in to the school regardless of the grade level, but especially upon entrance to Pre-K, Kindergarten, and when exiting to attend middle school. Our counselor is instrumental in arranging and attending the sixth grade transition trips to the middle school, where they walk the building and visit with the school principal, counselors, and some teachers in order to feel more comfortable prior to starting. Our site hosts parent orientation nights prior to students beginning Pre-K and middle school so we have the opportunity to explain to them expectations of the teacher, the site, and assist with scheduling electives and classes. Each year, our site hosts an open house for all students and families to get to know their teachers and for students new to Edgemere, learn the facility and how to get around. Older 6th grade students who have previously attended act as hosts for new students and families in order to show them the facility and get families acclimated. Because we have a small staff and rarely have more than one teacher at a grade level, nearly all collaboration is vertical, except for the meetings that are arranged for multiple teachers of the same grade level from multiple sites to meet at various buildings throughout the year as arranged by our professional development office. Edgemere vertical teams meet twice weekly in order to analyze data and develop strategies for closing gaps. This often includes "flex grouping", where teachers absorb students of another grade level into their classrooms and teach a specific standard/objective to a group of students whose data indicates they need additional supports.

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. (2819 of 5000 maximum characters used)

The master schedule is created with input from the scheduling committee. The schedule includes a 90 minute reading block and at least 60 minute math block for students. Administration has reduced the amount of disruptions to instruction by limiting announcements during the instructional day. Morning announcements are made prior to 8:30 in the daily "Rise and Shine" assemblies and afternoon announcements will be made by 3:05 p.m. Teachers are required to have bell work beginning at 8:20 a.m. Lesson plans are uploaded to the Google Drive weekly and are reviewed by administration to ensure quality instruction. At risk learners are identified and interventions are included in the lesson plans. Leadership team meets Wednesdays to review and discuss ways to create a cohesive learning environment. Professional Learning Community meetings are scheduled twice weekly to discuss data, student successes and challenges, ways to improve instruction, alignment, and professional development. After gaps in learning have been identified and strategies determined classroom teachers work together to provide interventions to students on a daily basis during the instructional day or during extended learning times during after school tutoring or district intersessions. Vertical Team/ PLC meetings are held weekly. RTI interventions/data collection 2x per month. In addition the leadership team reviews data monthly. Instructional coaches have been included in the budget to assist with professional development opportunities for teachers. Professional development is available online as well as in meetings that include make and take, and modeling of strategies. Edgemere teachers use instructional walks on a quarterly basis so that teachers have an opportunity to observe teaching strategies across grade levels. Mastery Connect will be utilized to track students' continuous learning based on the OKCPS Standards. Teachers will analyze data from student assessments to determine interventions needed and develop strategies for those interventions. Progress monitoring will take place biweekly to determine if the interventions were successful. Administrators, lead mentor teachers, lead instructional teachers, and instructional coaches will work with the teachers to develop the interventions necessary for student achievement. Leveled Literacy Intervention and small group instruction for students identified through formal and informal assessments needing interventions for reading and math. Lesson plans are discussed and revised after evaluation of student learning needs. Data reviews and benchmark reflections are part of the learning environment at Edgemere. In addition to the district data reviews, administrators meet with all teachers to review data on student achievement based on the Oklahoma Standards.

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. (2429 of 5000 maximum characters used)

Use of formative and summative data throughout the year drives our interventions, whether academic or behavioral. Behaviors are focused on first because without those, academics will always be a struggle. Using our site psychologist and our family therapist provided by our partnership with Red Rock, our students are observed and a Functional Behavioral Assessment is provided to the teacher to assist in writing a Behavior Intervention Plan, which is tracked over 4-6 weeks and then revised if necessary. The psychologist follows up with the teacher to determine if additional testing may be needed, which often manifests itself through behaviors of students. This practice has often resulted in students receiving much-needed services which help both the individual and the families through therapeutic work as well as correct placement and possible assistance through IDEA. Also a part of IDEA placement is our Response to Intervention process, which tracks not only behaviors but academics as well. Teachers use the easyCBM test data, Fountas and Pinnell Reading Benchmark Assessment System, and other curriculum-driven assessments which are often teacher-created and standards-based, in order to identify students who need additional support which is provided through small-group instruction as well as the Title I Teaching Assistant. Benchmark assessments and performance assessments are tracked on a spreadsheet throughout the year in addition to bi-weekly or monthly progress monitoring to monitor and

adjust interventions as needed. Also used for Tier II and III interventions are Lexia and Think Through Math accessed using our Chromebooks (purchased with 511 and 515 funds), as well as the Leveled Literacy Intervention Kits. When the intervention process is applied with fidelity and students still struggle, testing is provided to see if a specific learning disability is present. Finally, when students are successful, they are challenged to investigate at higher levels of instruction through the use of our Chromebooks and through assignments provided by the teachers through Google Classroom, which are often high-interest and high-level activities which are digitally-based and assessed by the teacher. Professional development was provided by our ETS team so that teachers know how to create and manage assignments in Google Classroom as well as other websites such as Khan Academy, Prodigy, etc.

Monitoring/Compliance Documentation

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

Submit

The application has been approved.

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

Consistency Check was run on:	9/28/2017
LEA Data Entry submitted the application for review on:	9/28/2017
LEA Administrator submitted the application to OSDE on:	9/29/2017
Program Review completed on:	10/12/2017
Final Review completed on:	10/15/2017

Selectable Application Print

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

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

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

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