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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - B2 - 0220 FILLMORE 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

Teachers

Name

Gloria Gonzalez

Constituent Group

Parents

Name

Lisa Yearwood

Constituent Group

Teachers

Name

Emma Smith

Constituent Group

Teachers

Needs Assessment Steps 2-6

Step 2: Clarify Vision for Reform

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

Oklahoma Nine Essential Elements, #7, #9

Describe school's vision for reform. (1622 of 2000 maximum characters used)

Fillmore Elementary School faculty implements the district adopted curriculum. The Reading and Math curriculum calls for small group instruction that differentiates according to student needs. The faculty is addressing individual need that is appropriate for the students level of academic achievement as determined through progress monitoring, F and P testing, and Mastery Connect Benchmark testing in Reading and Math. Data is collected and analyzed from all of these assessments in order to determine if the needs of the students are being met or if changes need to be made to the curriculum and/or strategies being used, or if additional intervention strategies must be put in place. Students that are below benchmark will receive intervention strategies within a small group setting. These are evaluated and frequently discussed during weekly professional learning community meetings. The Pre-kindergarten thru 2nd grade use center rotations to reinforce and practice standards that have been taught, while the teacher works with small groups of students to address deficiencies with Reading and Math. The instructional strategies are monitored and evaluated by all three administrators, as we do walk-through classroom visits and observations. While visiting classrooms we monitor the use of daily objectives and/or goals being posted, stated, and referred to during the lesson, as well as, if it is a standard appropriate for that grade level. The administrators also interview students and ask what they are supposed to be learning in order to assess the student's understanding of the objective/goal.

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. (452 of 2000 maximum characters used)

The school leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction, and high performance expectations. The school leadership team creates a learning culture and develops leadership capacity. The leadership team develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and an action plan focused on teaching and learning.

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. (485 of 2000 maximum characters used)

The data sources used at Fillmore are STAR 360 Reading and Math, STAR Early Literacy, Edusoft Benchmarks, W-APT and W-IDA, grade level common assessments, progress monitoring, and teacher observation and anecdotal records. Attendance records are analyzed every quarter, as well as, discipline referrals and suspensions. Fillmore uses multiple evaluations and assessments to continuously monitor and modify instruction to meet student needs and support proficient student achievement.

Step 5: Analyze Data

As the planning team analyzes the data, the gaps between the current status of the school and the established vision for reform should become more

apparent. The strengths, weaknesses and need should become the basis for goals and strategies that should be developed in the written Schoolwide/School Improvement Plan. Results of the data analysis should be summarized and presented to all stakeholders.

Oklahoma Nine Essential Elements, #2, #9

Describe the process for collecting, analyzing and summarizing data. (613 of 2000 maximum characters used)

Once assessments are given, reports are pulled and the data is analyzed and discussed during PLC meetings. The strengths and weaknesses are discussed and plans are put in place for further enrichment and/or remediation. Student achievement data is recorded by the teachers on grade level data boards and it is evident where the need is kid by kid. The teachers then discuss how to meet the needs of each group. This board is used for continual discussion during PLC meetings and school leadership meetings. Results of all data analysis is shared with the entire staff during data review faculty/PLC meetings.

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.

(14 of 5000 maximum characters used)

NOT APPLICABLE

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 (3986 of 5000 maximum characters used)

EE1, 2,3, and 8: Fillmore Elementary School faculty implements the district adopted curriculum. The Reading and Math curriculum calls for small group instruction that differentiates according to student needs. The faculty is addressing individual need that is appropriate for the students level of academic achievement as determined through progress monitoring, F and P testing, and Edusoft Benchmark testing in Reading and Math. Data is collected and analyzed from all of these assessments in order to determine if the needs of the students are being met or if changes need to be made to the curriculum and/or strategies being used, or if additional intervention strategies must be put in place. Students that are below benchmark will receive intervention strategies within a small group setting. These are evaluated and frequently discussed during weekly professional learning community meetings. The Pre-kindergarten thru 2nd grade use center rotations to reinforce and practice standards that have been taught, while the teacher works with small groups of students to address deficiencies with Reading and Math. The instructional strategies are monitored and evaluated by all three administrators, as we do walk-through classroom visits and observations. While visiting classrooms we monitor the use of daily objectives and/or goals being posted, stated, and referred to during the lesson, as well as, if it is a standard appropriate for that grade level. The administrators also interview students and ask what they are supposed to be learning in order to assess the student's understanding of the objective/goal. The teachers at Fillmore have had many staff development opportunities provided by the district and the school administrators on the district adopted curriculum, interventions, differentiation, technology resources, using data with parents, parental involvement, and many other support is provided by the curriculum department, and administrators. We have also provided our staff with in-depth discussions and trainings on best educational practices. All curriculum is aligned with Oklahoma State Standards and the teachers use pacing calendars and collaborate in horizontal and vertical teams. Fillmore offers after-school tutoring and intersession school during the breaks. Teachers communicate the need for tutoring and/or Intersession School during parent teacher conferences and encourage parents to enroll their students. On the first day of Intersession, parent phone calls are made for students who are enrolled and do not show up, and encourage them to bring them to school. The extended day program is monitored and attendance is tracked by the assistant principal. The extended day program teachers collaborate with the regular classroom teacher in order to insure they address the needs of the student. Continual staff development is provided by the district and school on PD days, during PLC meetings, and during staff meetings in order strengthen the core curriculum. All assessments drive instruction, planning, and supplemental materials needed. Fillmore uses several computer programs that aid in the effective motivation, engagement and achievement in Reading and Math. The programs used are Lexia and , Florida Center for Reading Research, MyOn reading and several others. All classrooms have at least two desktops for student use and all 1st - 6th grade classes have a scheduled time in the computer lab once a week. The Reading curriculum is supplemented by instructional materials and resources from Lexia computer program. Myon reading , Leveled Literacy Intervention Kits (LLI), and Reading Benchmark Literacy Program The Math curriculum is supplemented with Lexia program. Non Fiction Library books will be be purchased for the Library .The 5th 6th grades will use chrombooks with a cart. to do project based learning. Smart Board will be installed in 2 6th grade classrooms to replace portable boards.

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. (467 of 5000 maximum characters used)

All Fillmore teachers and paraprofessionals are highly qualified. 1 teacher is Nationally Board Certified. 2 teachers are emergency certified and pending testing. These two must receive certification before being hired for the 2016-17 school year. A "Parents Right To Know" letter has been created, if we have the need. At this time, it is not needed. At this time, there are no school incentives for advanced degrees or National Board Certification in place.

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. (3174 of 5000 maximum characters used)

A yearly professional development plan has been developed according to the needs of the students, teachers, and district initiatives. The teachers were involved by giving their input on a school wide needs assessment. The data used for determining professional development needs at Fillmore were the F and P assessments, Lexia Reading reports, and the school wide teacher/staff needs assessment. All professional development opportunities align with the school

wide/school improvement plan. The administrators will follow-up on each professional development activity by monitoring activity by monitoring the use of new strategies used in the classroom that are presented during these PD activities. The administrators will do this during walk-through and classroom visitations. They will also use these visits to determine if further PD on these strategies are needed. Some follow-up will also be done during weekly PLC meetings, as well as meetings/trainings with instructional coaches. The teachers will be supported and encouraged to use these strategies and best practices on a daily basis by the administrators and instructional coaches. The teachers are required to get so many hours of professional development within a given timeframe. The majority of the teachers are responsible for their own adherence to this guideline. However, the district and school provides an abundance of opportunities for teachers and administrators to get professional development within their grade levels and/or subject area; areas of need as pointed out during administrative monitoring, and/or areas of interest. Data is pulled from all assessments and classroom monitoring by the administrators in order to determine areas of need on a teacher by teacher basis. Stipends are provided for professional development if the teacher or administrator attends PD after hours or if it is a district provided PD. Substitute teachers are provided by the school if a teacher attends staff development or conference during the school day. Teachers are encouraged to facilitate professional development during faculty meetings and professional development days. The teachers are asked to submit a professional development proposal to the assistant principal in order to share their expertise and talent regarding best practices. Professional development provided during the 2017-2018 school year has impacted how we look at data and determining the needs of our students, as well as sharing that data with parents/guardians. New staff members are supported by all administrators, teacher mentors, instructional coaches, and grade level/subject area leaders. The new staff will be encouraged to attend professional development relevant to their skill set or lack of as determined by all leaders working with the new teacher. The staff at Fillmore will, continually, be supported and encouraged before, during, and after all professional development opportunities by the administrators, instructional coaches, mentors, as well as curriculum department leaders during the implementation of all new strategies and best practices, curriculum, and school/district initiatives.

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. (2488 of 5000 maximum characters used)

The recruitment of highly qualified teachers to Fillmore is done through district initiatives and career fairs and is posted on district websites and notices are sent out via Blackboard Connect by the district. All three Fillmore administrators attend the District planned Career Fairs and talk to prospective teacher candidates. Follow-up telephone calls were made and interviews were held to fill open positions. Fillmore has a partnership with SWOSU in Weatherford and gets a few teacher program candidates that come to Fillmore to do their field experience observations and/or student teaching. Vacant positions are posted as soon as the position becomes available by the principal. All three administrators search Search Soft for candidates that have applied and make phone calls and hold interviews. This is a joint effort by the administrators to find teachers. Many times a vacancy is discussed among the teachers and their friends, who may be looking for a teaching job. Fillmore has a partnership with SWOSU (Weatherford) teacher preparation department. Many candidates come to Fillmore to do their field experience observations. New teacher orientation is done through the district and the Fillmore administrators attend this orientation in order to welcome the new teacher to the district and help acclimate the individual in making a smooth transition. A mentor teacher will be assigned to all new teachers. The mentor teacher will be encouraged to support and collaborate with the new teacher regarding school operations, curriculum, classroom management, and the implementation of best practices. The mentor teacher may model lessons, as well as arrange for the new teacher to observe other experienced teachers. Teachers are included in decision making through the school leadership team, operations team, PBIS team,

and other teacher committees. The leadership team is representative of every grade level and departments. This group is involved in resource allocation along with the principal and financial secretary. Teachers and other staff are encouraged to further their education by their peers, administrators, and district leaders. There is a minimal incentive that is added for advanced degrees and National Board Certification. At this time, there are no incentives provided to encouraged teachers to work in high poverty, low-performing school. Our teachers work at Fillmore because they have a passion for teaching and a heart for kids.

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. (2238 of 5000 maximum characters used)

Fillmore elementary has a great parental involvement program. Parents and families are welcomed in the building on a daily basis. We have a site specific Parent-Student-Teacher Compact that outlines the expectations and responsibilities of all stakeholders. It is given to the parents at the time of enrollment and signed by all parties. This Compact is updated and discussed at our yearly Title 1 Parent Meetings. Parental involvement activities are evaluated and surveyed for their effectiveness by teachers and parents, alike. Parents are notified of activities via notes sent home in both English and Spanish, as well as through Blackboard Connect. Annually, Fillmore holds a Title 1 and RSA Parent Meeting in order to inform the parents of how our Title 1 program works and how monies are to be spent, how to help their children at home, share resources with parents, and to explain the Reading Sufficiency Act to all parents. A translator and individual translation devices are available for this meeting. The state standards and how to access the online grades and attendance will be presented at this time. As new student enroll, the attendance secretary informs parents of this process. The teachers are required to have two Parent-Teacher Conferences a year. The majority of Fillmore's teachers have more than that to address academic and/or behavioral issues. The teachers are encouraged to keep the lines of communication open with all of their parents. The required conferences are held on one evening and a half day. This allows for parents who work to schedule a convenient time. The administrators encourage the teachers to make every effort to hold 100% of their conferences during each of the required 2 conferences. Parents are informed of student performance by way of Report Cards every 9 weeks, Progress Reports at the mid-point during each 9 weeks, after all formative (FandP, Mastery connect) assessments, and any other time deemed necessary by the teacher. Teachers and the school communicate with parents on a daily basis and/or weekly, by way of their Homework Folders, weekly homework calendar, and a monthly schedule of events that is updated often and sent home in English and Spanish.

Monitoring/Compliance Documentation

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

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

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

Oklahoma Nine Essential Elements, #4

Guiding Questions

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

Describe the student transition strategies. (1144 of 5000 maximum characters used)

Our critical transition points are from Pre-K into Kindergarten and 6th grade into middle school. The Pre-K and Kindergarten teachers work very closely and collaborate with each other to insure that the transition will be smooth and seamless. There are many opportunities throughout the year for the Pre-K to come into the Kindergarten classrooms and work together. The students will already be familiar with the Kindergarten teachers. The 7th grade counselors from our feeder school, Jefferson, schedules a time to come to Fillmore and meet with the students and go over specific areas they feel are the hardest transitions to make. The counselor also presents how to create a schedule and choose classes that are appropriate for the student. With the budget restraints and increased bus cost, we no longer take students to Jefferson to visit and tour the school. Jefferson is holding a "Transition Night" where our students and their parents go to Jefferson and tour the building in the evening. Parents are notified ahead of time and are welcome to be present for these transition meetings with the counselor and this evening event.

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. (1613 of 5000 maximum characters used)

The teachers receive continual professional development and engage in disaggregation of data during PLC meetings. Grade level specific Data Boards are created and discussion is held on how to meet the needs of each student after analyzing the data, kid by kid, skill by skill. Teachers are encouraged to continue to discuss data, outside of the PLC meetings, and act on their findings by implementing strategies and best practices that will better meet the needs of the students. The teachers keep a class data notebook and class assessment record that is referred to a minimum of three times a year. They also have each student keep a data notebook/folder, in order to build personal ownership and responsibility for their own learning. This process will continue during the 2017-2018 school year. During the 2017-2018 school year, one 6th grade teacher implemented Data Reviews with Parents/Guardians. We will implement this in all 2nd-6th grade classes for the upcoming school year. A school wide data wall has been created that reflects academic achievement in Reading and Math, student and teacher attendance (quarterly), and the number of discipline referrals (monthly). This data is posted for all stakeholders to see. The teachers have their own class data and goals posted in their classrooms. The teachers will use their class data to develop class goals that they will assess periodically and engage in conversation with their students regarding their own personal goals as they relate to the class goals. This data and conversation will guide instruction for the next grading cycle.

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. (1782 of 5000 maximum characters used)

The regular classroom teachers collaborate with the Special Education and ELL teachers in order to meet the needs of all students. PBIS (Positive Behavior Interventions and Supports) is in the training stage at Fillmore. We are in the process of training the PBIS team in parts and then training the rest of the staff. RTI (Response to Intervention) is in place at all grade levels and on-going updates in the process are overseen by an assistant principal. Differentiated instruction and flexible grouping is in place in Kindergarten through 2nd grade, as they have been using Leveled Literacy Intervention Kits by Fountas & Pinnell. Many students receive additional assistance from an ELL teacher and an ELL assistant, since they are English Language Learners, as determined by their Home Language Survey and/or W-APT and W-IDA assessments given by the ELL teachers. These students are assessed and monitored by the ELL teachers and served accordingly. Extended day academic programs (after-school tutoring) are provided for all students who are below benchmark on the STAR Reading and Math and the STAR Early Literacy assessments. The effectiveness of the program is evaluated by examining the data on the students in attendance and their progress or lack of progress. RTI (Response to Intervention) data is collected on students who are not achieving benchmark such as STAR and Edusoft assessments, daily work samples, and teacher observation, and anecdotal records. Behavioral interventions will be developed as PBIS is

implemented in August 2016. We will also continue to use LEAP intervention program with our students. With the implementation of PBIS will come many behavioral and instructional opportunities and strategies to provide effective interventions.

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:	10/16/2017
LEA Data Entry submitted the application for review on:	10/16/2017
LEA Administrator submitted the application to OSDE on:	10/16/2017
Program Review completed on:	10/18/2017
Final Review completed on:	10/18/2017

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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[Requested by Terry Fraley on 11/7/2017 12:12:03 PM](#)

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