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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - B1 - 0265 HERONVILLE 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	Kasey Organ
Constituent Group	Teachers
Name	Elizabeth Griffin
Constituent Group	Teachers
Name	Kim Means
Constituent Group	Teachers
Name	Joey Fitz
Constituent Group	Teachers
Name	Misty Kimbrough
Constituent Group	Teachers
Name	Cherie Owen
Constituent Group	Teachers
Name	Claudia Alamillo
Constituent Group	Paraprofessionals
Name	Dan Hester
Constituent Group	Community-Based Organizations



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. (1637 of 2000 maximum characters used)

The Academic Leadership team (ALT) and Administrative team provides school-wide instructional decisions focusing on support for teaching and learning, organizational direction, and student standard expectations. The ALT and Admin team creates a learning culture and develops leadership capacity. ALT and Admin Team creates a focused school-wide vision to improve student achievement. Vision statement: "We are scholars and we are champions! When we come to school we are ready to give our best!" A focused school-wide definition and student success graphic organizer was also created. ALT and Admin team creates a focused school-wide vision of how to implement the critical elements necessary for the alignment of standards based curriculum, authentic mixed method assessments, and instructional practices. Maximize teacher leadership collaboration. ALT and Admin team develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. ALT and Admin team uses data to initiate and continue improvement in school and classroom practices and student achievement. Utilize school-wide data tracking system through progress monitoring. Implement and utilize student intervention plan for reteach based on data.

Step 3: Create School Profile

The school profile is a data-driven description of the school's current status. At a minimum, schools should assess the current status in the focus areas which significantly affect student achievement: student needs, curriculum and instruction, professional development, family and community involvement, and school environment and organization.

Oklahoma Nine Essential Elements, #7, #9

Describe the process for creating and using a school profile. (878 of 2000 maximum characters used)

Teachers meet weekly to discuss data from mixed method assessments which drives planning for instruction in the focus areas. Kindergarten through third grade focus area is Reading. Fourth through sixth grade focus area is math. Assessment data is analyzed to identify student gaps. Teachers bring assessment data to PLC's where data is looked at in more detail by individual student. The data begins to tell a story and provides a meaningful way to identify gaps, modify, and re-teach. Data is tracked on the data dashboard. Through PLC's professional development needs are addressed. Parent meetings are held quarterly to identify areas of concern, modify, and re-focus. A select student group meets monthly to discuss and modify student learning methods and environment. Data from student and parent surveys are compiled and used to make changes towards the new school vision.

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. (1692 of 2000 maximum characters used)

Data collected and entered on the data dashboard such as teacher reports and running records, student tracking and work samples, RTI, assessment portals i.e. F&P, TTM, Lighthouse, online interactive websites, parent surveys and conferences, student community meetings and conferences, professional development evaluation results, and classroom observations of instructional practices are used to determine school needs. We use the data to promote and drive school improvement in areas such as test scores, coursework rigor, student engagement, attendance rates, participation, and promotion. The data is analyzed by grade level groups in PLC's. Each week grade level teams address student work samples that exceed the standard, student work samples which meet the standard, and student work samples that need improvement based on the standard taught for the lesson cycle. These work samples could include

relevant test scores, common assessments, independent practice portfolios etc. Using the data the PLC's are able to create a big picture and begin to provide meaningful ways to identify gaps and modify teaching. Each teacher reviews their benchmark data to evaluate coursework rigor, student performance, and participation rates which also drives planning for further instruction. Every Friday attendance percentages are addressed with teachers and students. RTI is an area of focus to help monitor promotion rates. Lastly, the administration team disaggregates all data available to try to discover the why and the how of the data points. In addition to test score data we collect data about student character traits, healthy lifestyles, school climate, and parent community engagement.

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. (597 of 2000 maximum characters used)

One area of strength identified by the data is student progress. Students who meet the proficiency target continue making progress. One area of weakness identified by the data is target growth with some of our subgroups such as ELL and special education population. The data shows the subgroups need additional support to increase reading comprehension, fluency and algebraic reasoning. One area of critical need identified by the data is lack of progress in core reading components. The data shows a gap in vocabulary development. To aide in reading comprehension a classroom library is provided.

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 (4970 of 5000 maximum characters used)

We plan to include innovating SBRS and teaching methods which include the use of technology such as SmartBoards and projectors, document cameras, Chromebooks and carts to meet the needs of the learners. We plan to include classroom licenses to use interactive websites such as Myon, Moby Max, and Starfall. The school's instructional coach will help implement and monitor best practices and instructional strategies such as Kagan structures and LLI kits. The teachers assistant will be utilized to help decrease the achievement gap. The admin team will provide continuous professional development in content areas and tailored curriculum especially focused on RTI, standards based instruction, planing, PBIS, and ELA/Math strategies. Teachers were given the opportunity to unpack the new OAS and develop their own year at a glance. Mentor teachers will provide guidance on planning standards based lessons. Parents and students will receive copies of the OAS at the beginning of the current school year to help increase awareness of standards. Parent meetings and other community events will showcase standards as well. Horizontal and vertical planning will be scheduled into the master schedule. As a result entry on the data dashboard and monitoring will be scheduled to track progress. After school tutoring is provided as well as intersession. Teachers address gaps in the context of new learning by providing resources and tools which relate skills that are laser-selected and applied right away with new content. Student attendance is monitored and weekly winners are announced Friday mornings. Student learning includes gaining an understanding of the real-world relevance and purpose of the concept, critical vocabulary, including what the words look and sounds like, the basic and new skills needed to master the concept, and the big picture of where instruction is going. The standards provide guidance to teachers. The after school tutoring teacher and daily classroom teacher collaborate and create goal-oriented activities, at all grade levels, linked to student achievement and school success to send home with students for learning extensions. A more rigorous core content professional development will be provided in reading instruction. District benchmarks, Fountas and Pinnell, TTM, running records, and AMMA are used to monitor student achievement. Using data the big picture is created and meaningful ways to identify gaps and modify teaching is established. Each teacher reviews their benchmark data to evaluate coursework rigor, student performance, and participation rates which also drives planning for further instruction. Instructional walkthroughs led by teachers also helps identify rigor. One of the most effective tools in stimulating student interest is to address all different learning styles. Every student has his/her own way of learning. Intertwining learning styles and differentiating instruction enable learners of all modalities to gain insight and benefit from a lesson. The uses of integrated technologies such as SmartBoards, Document cameras, and Chromebooks in the classroom have provided newer more diverse methods of teaching and learning. Using technology the lessons becomes interactive, differentiating the learning within the classroom, which takes student development to new heights. Students become more confident in their abilities and quickly choose to further their own academic development. Evidence will be an increase in student attendance. When students are able to have fun and take an active role in their education their attendance will increase. Interactive websites - Interactive websites allow classrooms to address even the most difficult content in a lighthearted, engaging way. When teachers use interactive websites purposefully and thoughtfully such as using inconsequential competition, targeting essential academic content, debriefing, and having students revise their thinking it has a significant effect on student achievement. Evidence will be percentile point gains in student achievement. Anchor charts build a culture of literacy in both reading and math. The anchor chart printer will allow our students to make thinking visible by recording content, strategies, processes, cues, and guidelines during their interactive learning process. Creating and posting anchor charts keeps relevant and current learning accessible to students to remind them of prior learning and enables students to make connections as new learning happens. Students supplement their learning by referring to the created charts and use them as tools as they answer questions, review concepts, recognize goals, set expectations, expand ideas, involve students, and contribute to discussions and problem-solving in class. The printer will be used in after school programs to provide for interactive, project based, inquiry, opportunities and will help create student visuals and for PBIS strategies across the school.

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. (513 of 5000 maximum characters used)

All teachers and paraprofessionals are highly qualified. The school offers a National Board cohort group to help guide teachers through the process. A salary step is included with NBCT certification. All parents have been notified of their rights regarding highly qualified teachers. A letter was created for notification to parents in the event students were taught by a non-highly qualified teacher for more than four weeks. Highly qualified data has been included on the school report card for parents to view.

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. (1739 of 5000 maximum characters used)

Teachers give input during PLC's over the professional development they feel they need. The district has provided some books for book studies. The faculty meetings have been revamped to offer professional development guided by teachers the first, third and fourth Tuesday. The second Tuesday is an optional PD offered by the Instructional Coach. ALT discusses areas of growth. There will be an end of the year google doc provided to teachers to communicate their

needs for the upcoming school year. It will be sent out monthly to every grade level as well starting in August of 2017 so teachers can receive tailored monthly support. Lastly the administration team chooses professional development based upon quantitative and qualitative data. The school instructional coach will help teachers address gaps in the context of new learning by providing resources and tools which relate skills that are laser-selected and applied right away with new content. The school instructional coach will plan and develop pieces of what teachers need to teach to their students and the know how to teach the content at the desired pace. Evidence will be increased classroom rigor, students gaining an understanding of the real-world relevance and purpose of the concept, critical vocabulary, including what the words look and sounds like, the basic and new skills needed to master the concept, and the big picture of where instruction is going. A Kagan coach will visit at different points throughout the year to support our beginning of the year PD of implementing Kagan Structures into classrooms to increase student engagement. Teachers will be trained on Myon and appropriate ways to incorporate that into the classroom to maximize student learning.

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. (1401 of 5000 maximum characters used)

The administrative team and established faculty welcome new teachers, alternative certified teachers, and teachers from Puerto Rico. Mrs. Mock utilizes the community and available resources to find the best candidates. Through a collaboration with Mrs. Mock and MACU, student teachers observe and work in classrooms. In addition the school district has a recruitment team that attracts highly qualified teachers. The district holds job fairs which we send an administration team and grade level representatives. When the district holds job fairs ads are placed on websites and newspapers. Open positions are posted on the district website. Teachers are encouraged to continue with their education. Currently new teachers are supported by school Instructional Coach. They are assigned a mentor and have beginning of the year PD and subsequent checkpoint PD. The school mentors are there for the duration of teachers' needs. PLC's are another way of collaboration for support with new and existing teachers. The ALT which is made up of teachers are included in planning for monies and allocating where specific resources will go. Teachers are encouraged to continue their education and advance in their careers including NBCT certification. See above regarding NBCT certification. Teachers who work in high poverty, low performing schools receive some incentives from universities and debt elimination.

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. (1215 of 5000 maximum characters used)

The policy and compact distribution is provided in enrollment packets. Also parents are given another copy with the student handbook at parent teacher meetings. Parent/student surveys are conducted at the beginning of the year to establish a baseline for change. The same survey will be given at the end of the year so we can compare progress. The information gathered from the surveys will be used to address areas of need in the classroom, homework, reading for pleasure, learning advancement, teaching styles, challenging school curriculum, academic support and respect. There is not a barrier in preventing the use of surveys because we provided both English and Spanish and paper and online forms. The parent liaison will provide guidance to parents using goal-oriented activities, at all grade levels, linked to student achievement and school success. The parent liaison will help create parents as partners. Parents as partners correlates with higher academic performance and school improvement. Evidence will be students earning higher grades, attending school more regularly, and staying in school longer. Infinite Campus will help parents stay informed. They will have access to grades through the portal.

Monitoring/Compliance Documentation

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

- copy of notification of title I programs and opportunities

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

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

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

Oklahoma Nine Essential Elements, #4

Guiding Questions

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

Describe the student transition strategies. (659 of 5000 maximum characters used)

Every grade level is a critical transition point. However, our 6th graders receive transition services from middle school personnel. Counselors are involved with scheduling specific classes and content. Parent orientation and open house is held throughout the year. Resource parent nights and showcases are scheduled as well. During open house students are allowed to meet the teacher. GE/PBIS practices are the expectations which follow the students year to year with procedures. Staff members meet in vertical teams to compare curriculum and plan strategies weekly. Professional development has increased rigor and helped begin to close the achievement gap.

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. (802 of 5000 maximum characters used)

Currently we assess in F&P BOY, MOY, and EOY and progress monitor. The district uses benchmarks in ELA and Math to measure student progress. The assessments identify those students in the bottom percentiles and what standards are lacking. The assessments do a decent job identifying the strengths and needs. Time during PLCs is given to work together to analyze teacher data and grade level data weekly. Standards based instruction is being developed. Teachers have input on the types of progress monitoring completed in classes. Teachers receive both data instruction and closing the achievement gap instruction in professional development. Checkpoints are set up for monitoring and evaluating. Teachers are encouraged to meet regularly to discuss data with everyone involved using the data dashboard.

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. (1633 of 5000 maximum characters used)

Teachers are teaching standards and meeting the student at their level to meet the learning needs. RTI, PBIS, differentiated instruction and flexible groupings are all used within the classrooms. Technology integration and cross curricular integration occur as well. Teachers receive professional development in standards based curriculum and teaching methods and best practices monthly. Training includes Gomez and Gomez, Marcia Tate, Eric Jensen, Stephen Kagan, and whole brain instruction. Students receive tiered instruction as well as intervention times as well as opportunities to attend intersessions and after school tutoring. Students are identified through teacher judgment and assessment data. Students are progress monitored to check for understanding through Fountas and Pinnell. ELL services and special education services are available for those in need. Also a new Counselor position has been added to reduce the anxiety of current state of affairs with our student population. Students have the opportunity to work with a TA to decrease the achievement gap. Students needs are met with accommodations such as headphones to use with Myon, PBIS materials, and dry erase boards and other supplemental supplies such as hands on materials with Kagan structures, book room materials, Fountas and Pinnell supplies and materials for classroom centers such as FOSS kits and hands on manipulatives such as leveled readers and math kits. Other supplemental materials include brain based learning

materials such as Marcia Tate, classroom management materials with Kagan and differentiated instruction RTI videos and a data base.

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 submitted for review.

Consistency Check

Lock Application

Unlock Application

Consistency Check was run on:

11/2/2017

LEA Data Entry

LEA Administrator submitted the application to OSDE on:

11/2/2017

Program Review

Final Review

Selectable Application Print

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

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

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

Request Print Job

Schoolwide

Request Print

Requested Print Jobs

[Requested by Terry Fraley on 11/7/2017 12:08:57 PM](#)

Completed Print Jobs