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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - C5 - 0270 HORACE MANN ES

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

Cycle: Original Application

Date Generated: 11/7/2017 1:04:48 PM

Generated By: 13653

## 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**

**Program  
Contacts:**

Debbie Pham, Program Specialist

Email: [Debbie.Pham@sde.ok.gov](mailto:Debbie.Pham@sde.ok.gov)

Phone: 405-522-1929

Shelly Ellis, Executive Director

Email: [Shelly.Ellis@sde.ok.gov](mailto:Shelly.Ellis@sde.ok.gov)

Phone: 405-522-3263

**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

Lisa Gray

Constituent Group

Parents

## 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. (949 of 2000 maximum characters used)

The HM Leadership Team collaborated to analyze current data from current and previous school year. We used STAR and State Testing for data, as well as District Benchmarks. Areas identified as most critical addressing included continued literacy support for High Risk students and our ELL population. In addition, Science and Social studies were areas that need additional support to raise scores on state report card. Once areas of deficiencies are identified, Leadership Team coordinates annual budget to align with the school's needs. We determine appropriate professional development and where our best resources will be to assist. We use District provided PD and seek other professional opportunities via national conferences, or train lead teachers to bring back to whole group. The team will then share this out with entire staff via staff and grade level meetings, as well as community meetings at beginning of each school year.

### 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. (1300 of 2000 maximum characters used)

Horace Mann uses District provided data to determine student populations because we are a diverse school with 4 distinct subcultures. We then use this data to determine the greatest needs within these student populations. At Horace Mann an area of focus continues to be our ELL population, particularly our high percent of Burmese, Thai, Vietnamese, and Malaysian refugees. Most of these students/families arrive with high needs and little or no English/language skills. Horace Mann provides support in the form of community outreach via Catholic Charities, Sperro Project, and Language Cultural Services by the District. School Leaders support these families by hosting events for this community where translators are provided. The purpose is a Q&A to provide important school information and to receive important information from these families to help provide needed services at school. Some services include; language line, seeking out community members who are willing to translate for conferences or assist with the enrollment process. The Leadership Team, in turn, will then seek areas of PD which then support instruction for ELL Newcomers - this has resulted in addition of a full-time ELD Teacher and guided curriculum, classroom resources, and additional PD for all staff.

### 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. (548 of 2000 maximum characters used)

Data is collected from a variety of sources including: State Testing Results from the previous school year, current benchmark testing from District designated reading screener, District Edusoft Benchmark Tests, Progress monitoring and teacher assessments. Student attendance will be tracked through Infinite Campus as well as discipline referrals. As part of PBIS, staff will issue "gotcha" tickets which will be issued to students following HME (Horace Mann Elementary) procedures. Data will be collected on how often those tickets are issued.

**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. (823 of 2000 maximum characters used)

Weekly grade level meetings are utilized to analyze student results for growth and then charted to show progress. In addition, HM Leadership Team reviews school data (benchmark results, attendance, discipline etc.) to determine areas of strengths and weaknesses. In our school conference room, we have compiled the data from the Star 360 which is the district reading screener. A tag representing each and every student is placed on the board in his/her current designation of high risk, some risk, or at/above benchmark. This helps to clarify where and what we need to focus on to best benefit the growth of our students. We will continue to utilize that format to give staff a picture of where we are as a school and help us to make decisions about coordination of resources that will best help students to succeed.

**Step 6: Schoolwide flexibility/Consolidation of Funds. [ESSA, Section 1114(b)(7)(B)]**

Schoolwide schools may use the flexibility available to them to coordinate and integrate services, or combine most federal, state and local funds to provide these services with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. If implementing schoolwide flexibility, describe the activities and services the school implements when it coordinates federal, state and/or local funds. If implementing consolidation of funds, also describe how the intent and purpose of each consolidated program is met.

([count] of 5000 maximum characters used)

## Reform Strategies - ESSA, Sec. 1114(b)(7)(A)(i)-(iii)

Reform strategies are instructional strategies that 1) provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards; 2) strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 3) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

*Oklahoma Nine Essential Elements, #1, #2, #3, #8*

### **Guiding Questions**

#### *Evidence-based Strategies*

- What evidence-based strategies are being used in the classroom?
- Which instructional strategies should be utilized to meet the needs of the students?
- What data is collected to determine if instructional strategies are effective?
- How is the use of various instructional strategies monitored by the administration?
- Are daily objectives posted in the classroom using student friendly language?
- Have teachers been trained to support the core academics in their own subject matter?

#### *Curriculum Alignment*

- How is curriculum aligned with Oklahoma Academic Standards?
- Are students knowledgeable of Oklahoma Academic Standards?
- Have teachers created curriculum maps and/or pacing calendars?
- Do teachers collaborate in horizontal and vertical teams?

#### *Extended Learning Time*

- What extended day/year opportunities are available for students?
- What procedures are in place to encourage attendance of extended day/year opportunities?
- What procedures are in place to monitor student achievement in extended day/year programs?
- How do the extended day/year teachers collaborate with regular classroom teachers?
- What is being done to strengthen the core academic program at the school?

#### *Assessment*

- What benchmark assessments are used to monitor student achievement?
- How are the benchmark results used to drive instruction in the classroom?
- Have the schoolwide programs ensured that all students at the school have the opportunity to reach the state's satisfactory and proficient levels of learning?

#### *Technology*

- How has technology been utilized in the classroom?
- How has technology been effective in increasing engagement, motivation and achievement?

*School Improvement - required for sites in designation*

- Include how Project 515 funds will be used to support Reform Strategies, if applicable.
- What research-based curriculums will be used to support reading and math Oklahoma Academic Standards?
- What supplementary instructional materials will be utilized for student interventions/extensions?

Describe the reform strategies (2634 of 5000 maximum characters used)

Core programs used in the classroom are Benchmark guided reading program, Everyday Math, Foss science Kits, and social studies using district provided material. Accelerated Reading and Reading Eggs are used as incentive programs in the classroom. Data is collected from assessments using District Edusoft Benchmarks, Star Reading, and State CRT tests. In addition teacher created assessment and weekly core programs assessments are used to drive instruction. Teachers objectives are posted in every classroom using student friendly language. These objectives are aligned to Oklahoma Academic Standards. This is monitored by administrative walk throughs and observations. Core programs are purchased by the district and used in every classroom, thus they are aligned with Oklahoma Academic Standards. Teachers collaborate both vertically and horizontally by sharing common planning times. Each grade level meets weekly to discuss curriculum pacing. In addition each grade level meets with administration weekly to discuss alignment and pacing. Once a month teachers meet vertically to discuss strategies, content and pacing. Students are recommended by classroom teacher for after school tutoring and intercession. Each intercession class is lead by grade specific teacher, thus curriculum alignment is inherent. After each Edusoft benchmark results are examined, strengths and weakness of each student are noted and teachers reteach objectives in weak areas. In order to increase technology access in the classroom chrome books were purchased to be shared by classroom. Programs ( Reading Eggs, Accelerated Reader, and Spelling and Vocabulary City) were purchased to increase engagement, motivation and achievement. Theses programs were utilized by every classroom. Each program could be customized per student to increase practice in areas of weakness.30 Chromebooks@ \$311.40/Each to be utilized in for classroom instruction and online programs1 Dell Mobil Cart for 30 Module Chromebooks to house chromebooks, and for storage and charging. Headphones and Mice for ChromebooksAR Online Reading Incentive ProgramBrain Pop Online Subscription, Upper ElementaryNon-Fiction High Interest Magazine Subscriptions, Time for Kids & Scholastic News, K-6th GradesQuaver Music Program for InstructionPaper/Toner for Lexmark PrintersProjectors for aging smart equipment in classrooms (3)MyOn Reader ProgramHuman Resources: Hired, or paid a stipend to help support teachers growth and development as a district initiativeInstructional Coach, Lead Teachers-Mentor, Reading, and Math

**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. (627 of 5000 maximum characters used)

All certified teachers at Horace Mann are highly qualified in the area of certification. In addition, all paraprofessionals have appropriate credentials in their areas. The District offers monetary incentives for teachers to receive their NBC. All parents are annually notified of their rights to request information regarding staff qualifications. This letter is sent home in the fall of the current school year. A template and letter have been used for parent notification if students are being taught for more than 4 weeks without a highly qualified teacher, although that has not been the case for this school year.

### **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. (2550 of 5000 maximum characters used)

Annual professional development plan is constructed the prior school year and is based on goals of the school improvement plan and annual student progress assessment. District requirements, student and teacher usage of programs, teacher knowledge on program or initiative, and student performance determine the need for professional development. Professional development plans are revised as needed throughout the school year. Revisions of

professional development are based upon teacher input, student academic progress or needs, and teacher needs. Teachers conduct an online survey proceeding each professional development to determine the effectiveness of the professional development. In addition teachers and support staff are encourage to request from their team leader what professional development is needed. Data from program usage and academic enhancement provide information professional development effectiveness. Teachers are encouraged to seek out professional development enhancement as provided by the district in addition to external programs on the graduate, doctoral and professional level. The school administrator provides a literacy library and information to teachers that are seeking growth in professional development. Teachers are encouraged and allowed to facilitate professional development workshops. Substitutes are provided (as requested by teacher) for teachers attending professional development. Additional professional development and one-on-one facilitated by teacher leader is provided to new staff members. Horace Mann "Quick Start Guide" will also be provided to acclimate new teachers to academic programs, district initiatives, and school standards & procedures. Benchmark Education Company & Scholastic Achievement Partners Multiple days of site based Professional Development for Benchmark Literacy, possibly Scholastic Administrator and Counselor will be attending the conferences with selected teachers. 4 T4 Teachers to attend ASCD National Conference, Boston, MA - March 23rd-27th, 2018, 4 Teacher to attend PBIS National Conference, Chicago, IL - Sept. 27th - 30th, 2017, 4 Teachers to attend OASCD at UCO Nov. 14th Teachers to attend ASCD National Conference, Boston, MA - March 23rd-27th, 2018, Air, Hotel, and Per Diem 4 Teacher to attend PBIS National Conference, Chicago, IL - Sept. 27th - 30th, 2017, Air, Hotel, and Per Diem 30 Chromebooks with 1 Mobile Carts for charging & proper storage. Accelerated Reader Program Headphones & Mice Quaver Music Program Brain Pop MyON Reader

#### **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. (1055 of 5000 maximum characters used)

Appropriate members of staff are included in the interviewing process to ensure recruitment of highly qualified staff. Administrator double checks credentials first and then follows up with District Personnel to make certain candidate meets minimum requirements and can be HQ in potential teaching position. New teachers are paired with veteran teachers to ensure adequate support in academic areas, as well as collegial relationships. The Principal will require new teachers to attend NTO training provided by the District, as well as Horace Mann monthly new teacher informational meetings. All teaching vacancies are posted on the District website. The District holds 2 annual career fairs giving schools a chance to showcase their individual school and to recruit HQ candidates. Horace Mann keeps an updated website to provide current information regarding school performance and activities. Recruitment agents from continuing education institutes are invited to attend staff meetings to provide information about their program requirements.

### 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. (1471 of 5000 maximum characters used)

Horace Mann has an active PTA with 100+ members. Parent involvement policies are sent home early in the fall of the current school year, including the Parent-School Compact. Horace Mann sends compact notices via Thursday communication folders, during Title 1 Outreach meeting, or PTA meetings. Parents are also given state standards at this time. Teachers communicate to parents as needed. Parent conferences are held twice annually with a 98% participation rate. Paper, toner, and ink is needed to support communication efforts throughout the year. Light refreshments for parent outreach activities will be purchased with Title I funds. Weekly communications is used to notify parents of any upcoming events, or an all call from District robocall is utilized. In addition, PTA provides regular updates to any activities happening around school. Some events to include parents are; Back to School Night prior to first day of school to allow students to allow to meet their teacher, see their classroom, and to receive valuable information prior to the first day of school. This provides students with a smoother transition on the first day of school. Title 1 parent meeting is held to disseminate information regarding parents' rights, student-teacher parent compact, Title 1 informational Power Point, parent involvement instructions, and state standards disbursement. Authors/Literacy night is held to showcase student creativity in writing/reading.

### 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. (942 of 5000 maximum characters used)

Pre-K holds an informational round-up prior to school starting that helps parents know what to expect before the first day. Newly enrolled Pre-K students are also invited to attend a welcoming ceremony and music concert. Parents are encouraged to stay after the concert for a Q and A with the principal and teachers. Back To School night provides an opportunity for students and parents to meet their new teacher and be provided with informational documentation, expectations and procedures for the up coming year. Additionally, Horace Mann has implemented a step-Up day at the end of the school year. Students will visit their upcoming grade level to review academic and behavioral expectations. Teachers will provide students with information for that grade level, as well as host a Q and A session for students. To facilitate student transition to the next grade, teachers meet monthly to compare curriculum and plan academic strategies.

### 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. (1429 of 5000 maximum characters used)

Before the school year begins we meet as a staff and set a schedule for assessments and opportunities to monitor student data. Our district screener is the STAR 360 for both reading and math. Teachers also make use of weekly classroom assessments as determined by grade level teams to drive instruction. OCCT testing grade teachers administer a benchmark test that serves to predict probable scores on the OCCT. Teachers at Horace Mann meet weekly in PLCs to monitor student data. We utilize a data wall in our conference room to visually represent the movement of students among the categories of high risk, some risk, on watch, and on or above benchmark. We disaggregate the data based on the services the students receive so we can best make plans for a multi-layered approach; a true team effort. These data meetings not only drive instructional decisions but also serve to determine what professional development is required for staff. Making use of the data that reflects areas of weakness enables us to decide in our budget how we want to direct professional development funds. The district also makes available to us various opportunities that we can make use of to address student weaknesses. Weekly schedules sent out via email give teachers an up to the minute snapshot of what assessments are required at any given time as well as a long range calendar set up and distributed at the beginning of the year.

### 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. (1870 of 5000 maximum characters used)

Teachers make use of data to determine what specific needs each individual student has. Fountas and Pinnell Reading and Math offers classroom teachers the opportunity to group students for small group instruction as well as skill based assessments used on a weekly basis to allow for flexible grouping. PBIS has been implemented school wide to address behavioral issues. We utilize a "gotcha" system that has cut down on behavioral issues and student referrals while at the same time has provided incentives for following school routines and procedures. RTI is being utilized to address students' needs and document all interventions implemented and the results of those interventions. If students continue to struggle they will ultimately be recommended for possible special education testing. Ideally the interventions will help students to progress to grade level proficiency. Students identified as ELL are given individual instruction through our bilingual teacher and bilingual assistants. District/state guidelines dictate who is available for special education and ELL services. Since we are a Title 1 school all students are eligible to receive after school tutoring and/or intercession. Usually invitations are extended to students requiring the most assistance based on Star Reading/Math tests and teacher recommendation. Each student has a district mandated green folder which contains documentation of how they are progressing based on STAR reading and math. RTI utilizes the same documentation as compiled in the green folder

but requires more frequent data points. Our district is adopting a guided reading curriculum which provides a framework to instruct students on their individual level. Student achievement will be measured through district mandated Star testing. Behavioral success will be measured through decreased student referrals.

**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 Consistency Check must be successfully processed before you can submit your application.**

Consistency Check

Lock Application

Unlock Application

LEA Data Entry

LEA Administrator

Program Review

Final Review

## 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.

### Request Print Job

Schoolwide

Request Print

### Requested Print Jobs

[Requested by Terry Fraley on 11/7/2017 12:31:12 PM](#)

### Completed Print Jobs