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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - A4 - 0305 LINWOOD ES

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**

**Program  
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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

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## 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. (1691 of 2000 maximum characters used)

Instructional and supplemental materials support and are aligned to district and state standards; increased instruction through Remedial Specialist, Title I Classroom Assistant, 2 UTPA Student Teachers, and stipend for Artist in Residence program. Increased intensive small group and individual instruction time allow students performing below grade level the extra time to increase their academic skills and performance. Daily Tier time as required by the Reading Sufficiency Act is supported through additional personnel and supplemental materials to support their instructional practices; Scholastic News, Science Spin, and Leveled Literacy. Practices to be maintained to ensure instructional time is not interrupted; we will continue to offer struggling students before and after school tutoring through the Champ Camp Grant after school program, individual tutoring, WHIZ Kids, and The Gallery after school program. Extended day/year academic opportunities for students include; Band, Art Club, Honor Choir, Robotics Club, El Sistema, and Artist in Residence program twice yearly. Staff examines Quarterly Benchmark data, myON, STAR Literacy, and Attendance, and trend data; OCCT for areas of strengths and weaknesses. Family and community engagement includes; Back to School Night, Open House, PTA, Health Fair, Parent University, SMART Start in the Schools, Early Birds, and May Fest. Community partnerships; Mercy Hospital, Coca-Cola; individual tutors, UCO Child Psychology classes held on-site. Items budgeted to be purchased in the 2014-2015 school year to supplement and enhance core instruction; Instructional Coach, Title I Classroom Assistant, half time computer teacher.

### 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. (1990 of 2000 maximum characters used)

Above and beyond differentiation in classroom instruction, every student receives daily intervention time. Students are instructed in small groups (4-6) students focused on their weakest academic areas and RSA Tiered instruction is embedded in the daily schedule. Teachers utilize on-going student data to drive instruction. Teachers meet weekly with the Instructional Coach and Specials teachers to review student progress and group placement during intervention instruction. We are using Title I funds to pay the following salaries; one Classroom Assistant, one computer teacher, teachers to work with teachers in reviewing data, forming intervention groups, and delivering instruction within the small groups. Classroom Assistant, Instructional Coach and ELL Teacher and Assistants team teach with certified staff. To increase classroom instruction we will utilize the following items to sustain, support classroom instruction and increase student achievement; Scholastic News (Pre-K-5th grades), Fountas & Pinnell Leveled Literacy Intervention Phonics/Reading materials, myON Reading. These programs are utilized daily above and beyond the district curriculum: Treasures Reading, and Reading Horizons. Reading Renaissance computer based reading program continues to sustain increased student reading levels and provide data for instruction, library books to support and increase students' love of reading and reading ability, Printing supplies will be purchased to support Intersession for at risk students. Varied reading and math materials will be purchased targeting all grades to promote and sustain differentiated and small group instruction. Technology to be purchased to increase student engagement, learning, and academic achievement: 1 SMART board The instructional deficits the "School Coordinator for our after school program "ChampCamp" will monitor and address; to increase school participation, citizenship, and the integration of Reading and math skills through the arts.

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

Staff examines formative and summative student data and progress, Quarterly Benchmark data, myON, STAR Literacy, and Attendance, and trend data; OCCT for areas of strengths and weaknesses.

#### **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. (860 of 2000 maximum characters used)

School leadership and staff analyze data in the targeted areas of the comprehensive school improvement plan and regularly compare levels of student performance to evaluate the degree of expected impact on classroom practice. This is a requirement of all certified staff to be conducted during weekly grade level team meetings. The focus of grade level meetings is student performance based on formative and summative tests with discussion to analyze data in the targeted areas and to compare levels of student performance to evaluate the degree of expected impact on classroom practice. Minutes and agendas are required to be up-loaded to the school website on a weekly basis. ELL, Instructional Coach, and classroom teachers compile the data to form daily intervention student groups and RTI groups embedded in the classroom setting to ensure student mastery.

#### **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 (2119 of 5000 maximum characters used)

Scientifically Based Research Strategies: Longitudinal data is available; Benchmark Scores, OCCT data, and school trend data, particularly in ELL and Bottom 25%. Curriculum used to support research based practice include Fountes & Pinnell, Guided Reading, and myON. Research states students must read non-fiction material at least 50% of the instructional time. Scholastic News and Guided Reading increases the amount of non-fiction material students read and build the ability to critically think in the formation of hypothesis and conclusions (Scholastic, Benchmark, and OCCT data provide longitudinal data to support this endeavor). Curriculum Alignment: The school schedule is designed to provide common planning time for all grade levels. Grade level teams are required to meet in PLC meetings, upload meeting minutes and goals to Google Docs weekly. Teachers are required to conduct peer observations to promote vertical collaboration and learning/teaching best practices. Staff meets monthly in vertical teams to ensure curriculum is aligned to district and state standards. Extended Learning Time: Linwood has a private grant "Champ's Camp" which provides extended learning time for students in grades 3rd-5th. The focus of the program is to increase student knowledge in reading, math, and science. The program is held three days a week and two weeks during the summer. Teachers communicate on a continual basis with student progress through technology student scores, Robotics, Sumdog, and on-going reading assessments. Assessment: Staff examine Quarterly Benchmark data, District Performance Assessments, ELQA, myON, Attendance, and trend data; OCCT for areas of strengths and weaknesses. Technology: Teachers and students utilize SMART Boards, Document Cameras, iPads, and Chrome books to enhance student learning and engagement. On going professional development is provided for teachers in an effort to sustain and grow teacher technology knowledge. School Improvement: School will follow district initiative's in using research based curriculum to support reading and math Oklahoma State Standards.

**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. (396 of 5000 maximum characters used)

All teachers and paraprofessionals are highly qualified. In the case a long term substitute teacher is needed plans are in place to notify parents if the substitute is highly qualified. The Parents Right to Know notification letter is sent if this situation arises. Linwood will post all Teacher's teaching certificates in a central location for parents and community members and partners to see.

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

Professional Development is of high quality, job-embedded, and on-going. Training and learning consists of A+ Art's, Professional Learning Communities, small group instruction, and TLE/Marzano Evaluation Model, Guided Reading, Benchmark Literacy, and examination of best practice in reading and math based on student achievement. Staff reflects, discusses, and processes information learned in weekly PLC meetings and during staff meetings to clarify and

promote professional dialog and reflection; vertical and horizontal planning. Student data is examined on a weekly basis and drives instruction. Data, student progress, and areas of needed improvement as reflected in Benchmark, formative, summative, and state testing will be examined and addressed through targeted strategies during small and whole group instruction and daily Tier time for all students.

**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. (932 of 5000 maximum characters used)

The district holds two Teacher Recruitment fairs in an effort to attract and maintain highly qualified staff. Open positions are posted on Searchsoft for applicants to review and/or apply for. Linwood Elementary is moving into its eighth year as a partnership with the UTPA program and UCO teacher field experience and student teachers. This initiative ensures we have highly qualified and highly effective teachers ready for hire at the completion of each school year. This initiative provides students with intervention and targeted small groups. OKCPS in conjunction with UCO work together through the Urban Teacher Preparation Academy to develop teacher's effective entry year within the urban setting. The Urban Teacher Preparation Academy partnership continues with one student teacher. Administration, instructional coaches, and lead mentor teachers along with college mentors support new teachers through mentoring programs.

#### **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. (1384 of 5000 maximum characters used)

Each year we hold a Title I Parent Night to inform and distribute important information to parents; Parent Involvement Policy, Parent School Compact. Parents are surveyed through Survey Monkey and notes sent home. Parents also have access to the on-line grade book. Each year we hold 9 Smart Start in the school activities for parents of students birth to five years of age in an effort to prepare students and parents for the school setting. Our leadership and staff have on-going relationships to support our students and families through school transitions. Mercy Hospital and Coke provide numerous tutors. We also have individual community tutors. Many of these follow students grade to grade and continued their tutoring when the students transitioned to middle school. Mercy also provides health care for our students and families in need. They host our annual Health Fair which provides numerous screenings and tests for our parents. Coca-Cola provides tutors for individual students and supports Parent nights with donated beverages. Career day is held annually with community members who come to the school, describe and discuss their careers with students. The Smart Start Board will conduct and monitor all Smart Start and Early Bird activities. Title I funds will provide for 9 SMART Start in the schools activities. Parent sign in sheets are kept for all events.

### Monitoring/Compliance Documentation

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

- copy of notification to parents regarding student achievement reports and test scores
- copy of notification of title I programs and opportunities

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

Choose File no file selected

Uploaded Files:

[2017-2018 Parent and Family Engagement Policy Title I-20170926092348-17110.doc](#)  
[2017-2018 Title 1 RSA Parent Meeting Sign-In Sheet-20170926093637-17110.pdf](#)  
[Back to school letter\\_2018-20170926092547-17110.doc](#)  
[SMART Start Mother Goose on the Loose LW-20170926092056-17110.pdf](#)  
[Title I Annual Parent Meeting Agenda - 2017 2018-20170926091525-17110.doc](#)

## 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. (1009 of 5000 maximum characters used)

Each year a representative from our feeder middle school comes and speaks to our students describing the opportunities and requirements at the middle school level. Career day is held annually with community members who come to the school, describe and discuss their careers with students. The Smart Start Board will conduct and monitor all Smart Start and Early Bird activities. Parent Orientation Night is held annually for students and parents to provide them with tools for success and school expectations, and to forge positive relationships and increase parental involvement. The school schedule is designed to provide common planning time for all grade levels. Grade level teams are required to meet in PLC meetings, upload meeting minutes and goals to Google Docs weekly. Teachers are required to conduct peer observations to promote vertical collaboration and learning/teaching best practices. Staff meets monthly in vertical teams to ensure curriculum is aligned to district and state standards.

### 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. (2396 of 5000 maximum characters used)

Leadership Team meets twice monthly. Team members take information back to the grade level teams to ensure they are actively involved in all decisions related to teaching and learning. Teacher feedback is brought back to the leadership team for final decisions and implementation. All staff meets weekly in Professional Learning groups, weekly staff meetings, book studies to promote collaboration and collegiality among staff members in decision-making processes related to teaching and learning. Books are purchased through Title I funds based on staff professional needs. This year's focus will be the PBIS model and the A+ Arts Implementation Guide. Documentation and monitoring consisted of sign-in sheets from Leadership and Faculty Advisory, grade level Curriculum Meeting Worksheets from weekly grade level meetings, and Title I feedback from staff members to ensure participation in decision-making processes related to teaching and learning. To sustain these practices we will continue to involve all staff and require individual, grade level, and committee level documentation through surveys, agendas, minutes and sign in sheets. Professional Development is of high quality, job-embedded, and on-going. Training and learning will consist of A+ Art's, Professional Learning Communities, small group reading instruction (Guided Reading & Benchmark Literacy), and TLE/Marzano Evaluation Model, and examination of best practice in reading and math based on student achievement. Staff will reflect, discuss, and process information in weekly PLC meetings and during staff meetings to clarify and promote professional dialog and reflection. Student data is examined on a weekly basis and drives instruction. Data, student progress, and areas of needed improvement as reflected in Benchmark, formative and state testing are examined and addressed through targeted strategies during whole and small group instruction and daily Tier time for all students. Professional Development will be planned based on staff need; certain areas; classroom management; may be provided for only the teachers in need of help/improvement. A+ Art's, TLE/Marzano evaluation model, PBIS, and PLC practices, training will be for the entire staff. Teachers new to the profession will attend the district provided New Teacher Orientation and will be assigned a mentor teacher/team to build best practices.

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

Individual student needs are identified through on-going data assessment, easyCBM, district Benchmark tests, WIDA/WAPT ELL testing. School leadership and staff analyze data in the targeted areas of the comprehensive school improvement plan and regularly compare levels of student performance to evaluate the degree of expected impact on classroom practice. This is a requirement of all certified staff to be conducted during weekly grade level team meetings. The focus of grade level meetings is student performance based on formative and summative tests with discussion to analyze data in the targeted areas and to compare levels of student performance to evaluate the degree of expected impact on classroom practice. Minutes and agendas are required to be uploaded to Google Docs on a weekly basis. ELL, Instructional Coach and lead teachers, and classroom teachers compile the data to form daily intervention student groups and RTI groups to ensure student mastery.

### 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 11:58:01 AM](#)

### Completed Print Jobs